DOCUMENT RESUME

ED 192 673 HE 013 143

AUTHOR Ambury, George G.
TITLE The Master of Education Program: An Assessment of Perceived Needs.
PUB DATE Jun 80
NOTE 104p.

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Academic Achievement; Admission Criteria; Class Size; Courses; *Educational Demand; *Education Majors; Foreign Countries; Higher Education; *Masters Programs; *Needs Assessment; *Program Development; *Regional Planning; Scheduling; School Surveys; Student Educational Objectives; Student Needs
IDENTIFIERS Canada; *Queens University of Kingston (Canada)

ABSTRACT

A survey was undertaken of residents within 300 km of Queen's University (Ontario) who would have an interest or stake in the Master of Education program to assess the needs for the program. Population strata were identified as: past and present students, employers of students and graduates, academic staff and faculty, and potential students. Results show that the most highly ranked courses were Curriculum Design, Measurement and Evaluation, Curriculum Implementation, Future Educational Needs, and Curriculum Related to Specific Subjects. There appeared to be a preference for courses with a specific work-place applicability. Present times of course offering appeared to be meeting respondents' needs. There was some support for some innovative approaches and increased flexibility. Other results revealed these respondent perceptions: admission requirements should be stringent, bureaucracy reduced, and high quality work demanded of students. The mean distance respondents would be willing to travel to take courses was 50 km, and the ideal class size was viewed as 11 and 15 students. Further study on regulations, motivation, and values affecting program planning and presentation is recommended. Appended are a list of sample boards and colleges, a sample letter of admission, the survey instrument and cover letters, and tables of survey result data. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED192673

HE

THE MASTER OF EDUCATION PROGRAM:

AN ASSESSMENT OF PERCEIVED NEEDS

George G. Ambury

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

George G. Ambury

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

AED 133143

Faculty of Education
Queen's University, Kingston, Canada
June 24, 1980

ACKNOWLEDGEMENTS

This study was made possible by a grant from the Faculty Research and Development Committee. It was greatly facilitated through the labours of Elaine Acton-Trumper, research assistant and the seemingly endless typing so competently done by Galene Martin. Advice from and consultation with Dale Burnett, Boon Ong, and other Queen's faculty and James Draper of O.I.S.E. were invaluable.

OCT 6 1980

CONTENTS

Chapter		Page
1.	INTRODUCTION	
	1.1 The Problem	1
	1.2 The Literature	1
	1.3 The Study	5
2.	METHOD	
	2.1 Subjects	6
	2.2 Instrumentation	7
	2.3 Procedures	7
3.	RESULTS	
	3.1 Phase One: Establishing the Needs	12
	3.1.1 Program Content	12
	3.1.2 Program Presentation	14
	3.2 Phase Two: Assessing the Needs	16
	3.2.1 Possible Courses	17
	3.2.2 Topics Preferred Within Suggested Courses	23
	3.2.3 Program Presentation	33
4.	SUMMARY AND CONCLUSIONS	51
	Reference Notes	53
	Selected Bibliography	54
	Appendices	

TABLES

		Page
1.	Sample Specifications for Strata and Sub-strata	10
2.	Summary of the Most Frequently Suggested Topics or Themes by Strata in Phase One	13
3.	Summary of Program Presentation Needs Identified by Strata in Phase One	15
4.	Stated Preferences for Various Curriculum Related Courses	18
5.	Stated Preferences for Various Administration Related Courses	20
6.	Stated Preferences for Various Instruction Related Courses	21
7.	Stated Preferences for Various Foundations Related Courses	22
8.	Stated Preferences for Various Research Related Courses	24
9.	Stated Preferences for Various Elective Courses	25
10.	Respondents Indicating that the Specified Topic Should be Included in a Course, Curriculum Study in a Specific Area	27
11.	Respondents Indicating that the Specified Topic Should be Included in a Course, Methods of Measurement and Evaluation	28
12.	Respondents Indicating that the Specified Topic Should be Included in a Course, Special Education	30
13.	Respondents Indicating that the Specified Topic Should be Included in a Course, Educational Administration	31

Tables (Cont'd)

		Page
14.	Respondents Indicating that the Specified Topic Should be Included in a Course, Adult Education	32
15.	Respondents Indicating that the Specified Topic Should be Included in a Course, Counselling	34
16.	Respondents Indicating that the Specified Topic Should be Included in a Course, Instruction	35
17.	Respondents Indicating that these Other Topics Should be Included	36
18.	Program Presentation Statements Related to Time of Offering	38
19.	Program Presentation Statements Related to Admission Requirements	40
20.	Program Presentation Statements Related to Place of Instruction	41
21.	Program Presentation Statements Related to Offering of Courses	42
22.	Program Presentation Statements Related to Quality	45
23.	Program Presentation Statements Related to Instructional Strategies	47
24.	Program Presentation Statements Related to Miscellaneous Concerns	48

FIGURES

Page

1. Percentage of all respondents to this item indicating opinions regarding the statement, "I believe admission requirements should be stringent". 44

2. Percentage of Possible Future Students respondents indicating various opinions regarding the statement, "I feel a thesis should be required" . . . 44

3. Distances Respondents Would be Willing to Travel to Take Master of Education Courses 49

4. Respondent Perceptions of the Ideal Class Size 50

1. INTRODUCTION

1.1 The Problem

The Master of Education program at Queen's is almost ten years old. Its primary student bases are in the schools and Colleges of Arts and Technology in Eastern Ontario. A few students come from other professions and vocations as well as from outside the immediate geographic area.

In the past, two key reports have been presented to the Faculty respecting the future development of the Master of Education program. The first, a five year plan covering the 1972-1977 period (Queen's University, Note 1) was based largely on the perceptions of a few faculty members with no major input from other stake-holders. The second, entitled Facts for the Future (Crawford et al, Note 2) was aimed at evaluating the program as it existed at the time and making recommendations for future development. While certain "needs/opportunities" were identified, the data base for determination was limited, and no systematic study was conducted other than in the program evaluation.

The problem addressed in this study is that of developing a credible and useable data base for decision-makers to utilize in modifying the Master of Education program. Otherwise stated, it is to identify some of the organizational needs with respect to program content and presentation.

1.2 The Literature

Numerous issues related to methodology are raised in the literature. The two most fundamental issues are associated with the definition of the

term "need" and the philosophical or value orientation upon which the assessment is conducted.

Respecting the definition of need, most theoreticians (for example, Hays & Linn, 1977; Kaufman & English, 1975; Popham, 1975) see "need" as the gap between what the learner can do and what someone in authority decides that person should be able to do. In community-based needs assessment, potential participants may be asked to identify their own needs, with the consequence that need is identified with want. Gleadow (Note 3) suggests that these definitions are seriously lacking. He suggests, following Taylor (1959), that there are at least three "need senses," including the rule sense (that which is required by law or regulation), the lack sense (what is needed to obtain certain objectives), and the dispositional sense (strong wishes or motives).

In the final analysis, value judgements need to be made about each of these "need senses" by those who are responsible for making decisions about the program. They must identify the rules which pertain and their appropriateness, the weight which is given to identified lacks, and the significance of ascertainable dispositions. This study is limited to identifying needs primarily in the "lack sense" as perceived by various constituent groups, with some data on dispositions.

The second general issue is related to the philosophy of the assessor and the sponsoring institutions. Monette, in a provocative essay (1979), accuses adult educators of avoiding philosophizing, but when it comes to needs assessment he might well generalize to all educators. To sort out the maze of theory and practice there is a need

"to think about what you are doing, to think critically and reflectively rather than mythically and naively,to wonder at life" (Monette, 1979, p. 93). Kaufman (1977) comes close to raising this issue in proposing a taxonomy of needs assessment. He suggests "degree of partnership involvement" as a dimension or, similarly, the emphasis on the assumed "ability of recipients to survive and contribute" (p. 61). However, in his attempt to be value-neutral and to build the taxonomy based on a systems planning model, the philosophical issue is lost.

A continuum for looking at values and assumptions might be constructed using the I-It concept of Martin Buber (1937) at one end and I-Thou at the other. The I-It approaches would be those that assume participants in the needs assessment exercise are relatively passive objects to be used and altered, usually by experts who know best what needs are acceptable and how to fill the product gaps. The production models suggested by Monette (1979, p. 86) would be toward this end. At the other end would be the I-Thou pole, that of respectful dialogue and partnership involvement. The intent of this paper is not to deal at length with this issue. The stance of the study, however, is somewhat toward the I-Thou end of the continuum.

Needs assessments reported in the literature which have a direct bearing on this study are few in number. Most studies have to do with children's education or community college programs. In an attempt to go beyond the standard search procedure letters were written to all faculties of education in Canada asking for information on studies which might be known to them.

A study was conducted by the Subcommittee on Adult Education at the Faculty of Education at McGill University, which looked specifically at the potential for developing an Adult Education program (Note 4). On the basis of a survey of 56 groups of agencies, the Committee concluded that the priority ought to lay in establishing a part-time diploma program emphasizing teaching and organizational skills.

In 1973 the Faculty of Education at the University of Toronto conducted a study of potential in 12 specified areas of study. It is reported that, for the Bachelor of Education graduates, preferences were in the areas of curriculum design, theory of learning, instructional procedures, and school administration. Another potentially important finding was that of a significant ($p \leq 0.05$) but small (-0.20) negative correlation between years of teaching and interest in research-related topics (University of Toronto, Note 5).

One of the terms of reference of the Queen's Task Force on Graduate Studies and Research (Crawford et al, Note 2) was "to perform a fact-finding role concerning the relationship of the present program's characteristics to education needs" (p. i). In an attempt to ascertain future "needs/opportunities," those consulted included a few faculty members from Queen's and other universities and a director of education. Some of the needs identified included: programs for practising school teachers, overseas course offerings, reduce experience requirement and increase flexibility of admission requirements, courses in Moral, Religions, and Higher Education, improvement in analytic and synthetic skills, a deeper study of curriculum political skills for principals, and curriculum

development and evaluation skills for teachers.

1.3 The Study

The purpose of the study is, as stated, to develop a credible and useable data base for those with responsibility for planning the Master of Education program at Queen's University. While there would be merit in examining motives and values, the study is limited to discovering and analyzing perceived needs of those who might reasonably be expected to have opinions regarding the content and presentation of the program. The approach is intended to reflect a stance of respect for the opinions of all respondents, without establishing any group as the "experts" whose opinions should outweigh all others. The study is seen as preliminary, with the final decisions regarding philosophy and final establishment of program needs left for further study.

2. METHOD

2.1 Subjects

The population to be surveyed was designated as all those persons who live within a 300 km radius of Queen's (excluding Metro Toronto) who could reasonably be expected to have an interest and/or stake in the Master of Education program. In general terms, there were four major strata identified, namely: (1) students (past and present), (2) employers of students and graduates, (3) academic staff of the Faculty, and (4) possible future students. These four major strata were further subdivided into substrata as follows:

(1) The student stratum was seen as comprising three identifiable sub-groups: students presently enrolled in the program, students who had graduated from the program, and students who had withdrawn from the program.

(2) Major employers of students and graduates were identified as boards of education and Colleges of Applied Arts and Technology. Employers were therefore defined as Directors of Boards of Education, Principals, Department Heads of Colleges of Applied Arts and Technology, and Principals and Vice-Principals of schools.

(3) Academic faculty at Queen's were identified as being primarily graduate instructors, partially graduate instructors, and not presently graduate instructors, as decided by the Director of Graduate Studies.

(4) Possible future students included all staff in elementary and secondary schools in public school boards, and instructors in Colleges of Applied Arts and Technology.

2.2 Instrumentation

The basic methodological issue was one of finding a survey research method that would invite the widest possible range of responses and minimize researcher bias and undue influence by any portion of the population. The method utilized was a modification of the Delphi approach to futures forecasting. The Delphi approach was developed by Olaf Helmer at the Rand Corporation in the mid-60s as a means of seeking the expert opinion of a number of people regarding probable and desirable futures without having certain persons influence others by virtue of their status or forcefulness. The process is iterative, that is, it feeds back the responses to all those involved for their revision. There is some evidence that later iterations produce little new data or change over the earlier, and that the process need not be as lengthy as it was once thought desirable (Barnette, 1978, p. 72). In the end, the aim is to reach a consensus of opinion, efficiently and effectively.

It is important to re-emphasize that the aim of the study is to gain opinions as to what is perceived as important. If the gap between what is and what is desirable were to be measured, a further iteration would be necessary, using persons fully familiar with the whole program, or with specifiable portions of the program.

2.3 Procedures

In order to select the sample of the student stratum, current

students', graduates', and withdrawn students' addresses were procured from the University's computer bank. The total present student population (220) represented one sub-stratum, and a random numbers table was used to generate the specified sample of graduates (200) and withdrawn (50) students. From the Directory of School Boards, 1979, published by the Ministry of Education, were extracted all the Public School Boards within a 300 km radius of Queen's excluding Metropolitan Toronto, and again a random numbers table was used to select four school boards and, within those, four elementary and two secondary schools (Appendix A). The stratum "employers" was specified as all Directors of boards of education, all Principals of CAATs, all Principals and Vice-principals in the sample schools, and all Department Heads in two randomly selected CAATs (Appendix A). Only two colleges were used in order to balance the number in the college sample (30) with the number in the school sample (29).

Due to the relatively small number of faculty members, all 76 were used. However, in order to maximize the options for data analysis, three sub-strata were identified, namely: primarily graduate instructors, partially graduate instructors, and not presently graduate instructors. The Director of Graduate Studies assigned the name of each faculty member to one of the specified categories.

Written permission to use their staff was sought and obtained from the presidents of the two selected CAATs and the four boards of education (Appendix B). A tabular representation of the specifications

of the various strata and sub-strata are presented in Table 1

Insert Table 1 about here

The first survey instrument was field tested with a small group of graduate students including teachers and administrators from public schools, CAATs, and the university. Subsequent discussions were held with fellow researchers. The revised instrument (see Appendix C) was totally open (and consistent with the Delphi approach) and consisted of only two statements which could be summarized as follows:

1. List those topics or themes which you think should be offered in the Master of Education program.
2. What suggestions would you like to make regarding the operational aspects of the program?

Covering letters were written for each stratum (see Appendix D) and a memo and a brief description of the study were written to be enclosed with the faculty questionnaire (see Appendices E and F). The questionnaires were colour coded for each stratum. A return, postage paid envelope was included with each questionnaire and covering letter.

Further information was also sought by writing letters to all the English-speaking faculties of education in Canada who were known to have a masters program, requesting copies of any needs assessments which may have been previously conducted and which were not listed in ERIC (see Appendix G).

As completed first-round questionnaires were returned, a coding

TABLE 1

Sample Specifications for Strata and Sub-strata

Strata and Sub-strata		
Student		
Present Students	220	100%
Graduates	200	30%
Withdrawals	50	50 random sample from list
Employers		
Boards of Education	16	100% within 300 km of Queen's
C.A.A.T. (4)		100% within 300 km of Queen's
Principals and Vice-Principals		100% in 4 elementary + 2 secondary schools in 4 randomly selected boards
Department Heads (C.A.A.T.)		100% in 2 randomly selected C.A.A.T.
Faculty		
Primarily graduate instructors	9	100% as defined by Dir. of Graduate Studies
Partially graduate instructors	26	100% as defined by Dir. of Graduate Studies
Not presently graduate instructors	41	100% as defined by Dir. of Graduate Studies
Possible Future Students		
School Boards	400	100% in 4 elementary + 2 secondary schools in 4 randomly selected boards
C.A.A.T.	200	50% random sample of staff in 2 randomly selected colleges
TOTAL	1,162	

system was developed to code the various responses to perceived needs in the areas of program content and program presentation. Each coded response was then entered on a tabulation sheet and a running count of the number of times the same response recurred was kept. Responses occuring only once were also recorded. After a reasonable amount of time to allow for returns (approximately 3 weeks), data summaries were prepared for each stratum, which were used as the basis for preparing the second questionnaire.

The second instrument (Appendix H) was drawn up in consultation with various educators, statisticians, and a data processor. The questionnaire was divided into three sections. The first section asked respondents to rank from 1 to 4 (1 low to 4 high) a list of possible courses in an M.Ed. program with regard to whether or not they would themselves enrol in the course if they were beginning an M.Ed. program or whether they would advise someone similar to themselves to enrol in a specific course. The second part of the questionnaire consisted of topics or themes within some of the courses listed in the first section which had recurred often in the first questionnaire responses. Participants were asked to check those topics within the larger courses which they felt were important. The third section of the questionnaire consisted of several statements listed under various program presentation issues and respondents were asked to rank the statements from 1 to 4 as to whether they agreed or disagreed with the statement. A summary of data from all samples is presented in Appendix I with which the reader may make more detailed analyses of inter and intra stratum response.

3. RESULTS

3.1 Phase One: Establishing the Needs

The first questionnaire aimed at evoking a wide range of responses from the participants without bias or influence from others. The field test of the instrument suggested that the response rate to an open-ended approach would be low, which proved to be true. For the total sample, 1,162 questionnaires were distributed and only 272 were returned (22%). The data was tabulated by stratum and sub-strata in such a way that similar responses were grouped and unrepeated responses were preserved. All responses appeared either directly or in a reworded form in the second questionnaire.

3.1.1 Program Content

The data discussed here are for the most frequently occurring responses for each group (Table 2). There is a clustering of preferences for topics such as special education, curriculum in subject specific areas, measurement and evaluation, and curriculum design. From glancing at the summary table (Table 2), it appears that the highest level of inter-group agreement is between graduated students and employers. This may have been predictable since their work settings and educational backgrounds are probably similar. A concern for the Faculty may arise from the deviancy in opinions of its members as compared with those of the other groups.

Insert Table 2 about here

TABLE 2

Summary of the Most Frequently Suggested Program Topics or Themes

by Strata in Phase One

Brief Topic	Stratum					
	Students			Other		
	N=72 Present	N=48 Graduated	N=8 Withdrawn	N=17 Faculty	N=103 Future Students	N=26 Employers
Special Education	1		1	1	1	1
Curriculum in Special Area	1	1	1	1	1	
Measurement and Evaluation	1	1	1	1	1	1
Curriculum Design	1	1	1	1	1	1
Future Needs	1	1	1			
Administrative Theory	1					
Research Methodology	1	1		1		
Comparative Education	1					
School Law	1		1			1
Psychology of Learning	1	1				1
Politics in Education		1				1
Public Relations		1			1	1
Educational Administration		1		1	1	1
Teacher Stress			1			
Teacher Evaluation				1		
School Organization				1		
Curriculum Theory				1		
Educational Planning				1		
Educational Philosophy				1		
Community and Adult				1		
Curriculum Change						
Correctional Education						
Program Evaluation				1		
Instructional Design				1		
Individualized Programming				1		
Teaching/Learning Styles				1	1	1
Sociology of Education				1		
Computer Literacy					1	
Motivation					1	
Counselling					1	
History of Education						1

Note: The number "1" indicates a topic which was mentioned by the designated stratum.

3.1.2 Program Presentation

In the second section of the first open-ended questionnaire, the various participants were asked to list needs in the area of program presentation which they perceived to be important. The program presentation needs primarily fell into the following categories: Admission Requirements, Time of Offerings, Location, Program, and Quality of Courses and Instruction. Several other minor categories were also evident. Table 3 outlines the concerns expressed by each stratum within each of the major categories mentioned above.

Respecting admission requirements, there is a split between the respondents in most strata between those who would prefer a maintenance of the present high admissions standards and those who would like to see them lowered, or at least made more flexible. Only those who might become students in the future did not mention high standards as an important issue.

Insert Table 3 about here

In terms of the results of Phase One, it appears that the Faculty is being invited to consider a wider variety of times than is presently the case. There is a desire for more May/June offerings, particularly from college instructors, and all categories of respondents (except faculty?) would like week-end offerings. Several Future Students suggested the use of teacher's professional development days and some employers suggested short-term concentrated courses. One Faculty respondent suggested a combination of correspondence work with concentrated period of classes off campus.

TABLE 3

Summary of Program Presentation Needs Identified

by Strata in Phase One

	Stratum				
	Present	Graduated	Faculty	Future Students	Employers
Admission Requirements					
High Standards	1	1			1
Lower or More Flexible	1	1		1	1
Emphasize Experience	1			1	
Reduce "red tape"	1				
Omit MAT	1				
Time of Offering					
Weekends	1	1		1	1
Fall/Winter Evenings	1			1	1
May/June	1			1	1
Summer School	1	1		1	1
Fall/Winter Days	1	1			
Begin evening classes at 5 p.m.	1				
Professional Development Days				1	
Short Term Concentrated					1
Correspondence and Concentrated			1		
Location					
Off Campus	1	1		1	1
Oshawa	1	1			
Belleville	1	1			
Correspondence				1	
Program					
More Flexible Core	1				
More Variety Electives	1	1			
Electives Off Campus	1				
Keep Core As Is		1			
Have No Prerequisites				1	
On-the-job Courses				1	1
Flexible Prerequisites					1
Quality					
Demand High Quality	1				
Treat Students as Adults	1				
More Enthusiastic Profs	1				
More Contact With Advisor		1			
More Consistent Workload		1			
Less "spoon feeding"		1			
More Practical Application		1			
Work Experienced Instructors					1

The Phase One data are not conclusive in the Program and Quality areas. There is some suggestion that the program structure might be made more flexible and that students want challenging "adult" courses with work-place applicability.

3.2 Phase Two: Assessing the Needs

The data generated from the second questionnaire were processed by strata and for the total sample. For the purpose of this report emphasis will be placed only on the strata specified as Possible Future Students, i.e., teachers in public schools (elementary and secondary), and College of Applied Arts and Technology instructors. Mention is made of data from other strata when that information is judged of particular importance in analyzing a response. In the sections dealing with suggested courses and program presentation the mean, standard deviation, and percentage reported are calculated on the basis of the number of persons responding to the individual item and not on the total number of respondents. For this reason attempts to generalize the statistics to population parameters must be made cautiously. The number of respondents for each item is indicated in the tables to facilitate this process. These numbers may also be seen as rough indicators of the relative importance respondents placed on each item.

With respect to the statistical analysis of the data it has been decided not to present statistics regarding levels of significance. One reason is the questionable validity of procedures such as the t-test. Another is the issue of misplaced precision with data such as these. The major reason is that such statistics are almost irrelevant to the purpose of this report. Consequently the word "significant" refers only to significance for program improvement.

The primary data for analysis are the statistics that apply to the

whole sample. Only where a difference between strata is judged to be of practical significance will these factors be analyzed.

3.2.1 Possible Courses

For purposes of simplicity in presenting the data from this section, the possible courses which were suggested by the first round respondents are grouped, somewhat arbitrarily, by general areas of similarity. These areas are: Curriculum, Administration, Instruction, Foundation, Research and what are called Electives in order to differentiate them from those listed by respondents under the category "Other".

Of the curriculum related courses it appears that the most requested

Insert Table 4 about here

courses are those related to design and implementation with a significantly lower percentage (47%) indicating a likelihood of taking courses in curriculum theory. It is significant to note that while the mean response to the curriculum theory item was 2.7 for Faculty, it was only 2.3 for Possible Future Students.

The most highly rated courses for those who might take Educational Administration courses are those related to Teacher Stress, Current Trends, and Future Educational Needs. Some of the anomalies in the ratings of a course in Theory of Educational Administration may bear further examination. It is seen as only moderately important (Table 5) by Future Students (Mean = 1.9) and the Faculty respondents (Mean = 1.8) but is seen as significantly more important to Students (Mean = 2.4) and to Graduates (Mean = 2.5). The response of Future Students appears to fit a trend, which is beginning to reveal itself, toward practitioner

TABLE 4

Stated Preferences for Various

Curriculum Related Courses

Item	Possible Course	Stratum							
		All Respondents				Future Students			
		Mean*	S.D.*	% 3+4**	Responses to this item	Mean*	S.D.*	% 3+4**	Responses to this item
A5	Curriculum Theory	2.5	1.08	47	279	2.3	0.99	40	99
A6	Curriculum Design	3.2	0.94	76	290	3.1	0.89	74	106
A7	Curriculum Implementation	3.0	1.01	68	284	3.0	1.27	67	105
A8	Program Design	2.7	0.96	54	273	2.8	0.94	6.	100
A9	Curriculum Management	2.7	0.99	60	272	2.6	0.98	56	99
A10	Subject Specific	2.8	1.13	62	277	2.9	1.03	71	103

* Statistics are based on the number of responses to individual items.

** Where 1 = would not take, 2 = might take, 3 = would probably take, and 4 = would definitely take

oriented courses as opposed to ones of a general theoretical nature.

Insert Table 5 About Here

The rating of the Faculty respondents may well reflect the small number of Educational Administrators on staff although an assumption might equally well have been made that the Faculty as a whole would see administrative theory as being at least as important as would students. The relatively low rating of a practicum (Mean = 2.2) in the eyes of Future Students as compared to that of Employers (Mean = 3.2) is to be noted.

Three of the suggested courses can be seen as related to the field of Instructional Technology (Table 5). As a whole they are not rated as

Insert Table 6 About Here

highly as courses in Administration or Curriculum. With respect to courses in Educational Media and Instruction, it is the Possible Future Students who give these items a higher rating than any other strata. Even with these relatively low means there could be a considerable number of potential students.

Courses grouped under the general heading of Educational Foundations are listed in Table 6. In most cases a significantly higher mean rating

Insert Table 7 About Here

is given the Foundations courses by present and graduated students than

TABLE 5

Stated Preferences for Various

Administration Related Courses

Item	Possible Course	Stratum							
		All Respondents				Future Students			
		Mean*	S.D.*	% 3+4**	Responses to this item	Mean*	S.D.*	% 3+4**	Responses to this item
A14	Theory	2.2	1.12	40	266	1.9	1.07	26	95
A15	Educational Administration	2.7	1.13	57	269	2.3	1.18	42	97
A16	Practicum	2.4	1.11	48	264	2.2	1.05	38	98
A17	Future Educational Needs	2.8	0.95	63	286	2.8	1.01	62	107
A23	Politics	2.1	1.01	33	270	1.9	0.95	23	97
A24	Economics	2.2	1.00	36	272	2.0	0.98	26	100
A25	Current Trends	2.7	0.90	57	282	2.8	0.95	60	104
A26	Teacher Stress	2.7	1.04	57	284	2.9	1.05	63	107
A29	Public Relations	2.5	1.02	46	277	2.6	1.04	49	105

* Statistics are based on the number of responses to individual items.

** Where 1 = would not take, 2 = might take, 3 = would probably take, and 4 = would definitely take

TABLE 6

Stated Preferences for Various

Instruction Related Courses

Item	Possible Course	Stratum							
		All Respondents				Future Students			
		Mean*	S.D.*	% 3+4**	Responses to this item	Mean*	S.D.*	% 3+4**	Responses to this item
A30	Media in Education	2.3	0.97	40	267	2.6	0.99	55	103
A41	Instruction	2.2	1.07	37	253	2.5	1.15	48	99
A42	Educational Technology	2.0	0.92	27	255	2.0	0.89	31	98

* Statistics are based on the number of responses to individual items.

** Where 1 = would not take, 2 = might take, 3 = would probably take, and 4 = would definitely take

TABLE 7

Stated Preferences for Various

Foundations Related Courses

Item	Possible Course	Stratum							
		All Respondents				Future Students			
		Mean*	S.D.*	% 3+4**	Responses to this item	Mean*	S.D.*	% 3+4**	Responses to this item
A19	Comparative Education	2.0	0.91	27	257	1.9	0.89	25	95
A20	Legal Aspects	2.4	1.03	46	277	2.3	1.01	40	105
A21	Psychology of Learning	2.7	1.02	57	278	2.6	1.09	51	105
A22	History of Education	1.7	0.90	18	264	1.6	0.74	15	98
A32	Philosophy of Education	2.0	0.97	30	275	1.9	0.98	25	104
A34	Educational Psychology	2.4	1.01	47	268	2.4	1.05	46	102
A35	Sociology	1.9	0.95	28	264	1.9	1.04	30	100
A38	Ethics of Education	2.2	0.95	34	260	2.2	0.99	32	98
A39	Behavior Modification	2.2	1.06	33	273	2.5	1.11	50	107
A40	Human Education	2.0	0.93	26	245	2.1	1.01	33	97

* Statistics are based on the number of responses to individual items.

** Where 1 = would not take, 2 = might take, 3 = would probably take, and 4 = would definitely take

by those who might become students. Comparative Education is an outstanding example where Future Students rated it 0.3 lower than either Present or Graduated Students.

Analysis of the data respecting the courses loosely grouped under the Research heading raise some questions. With respect to Statistical Techniques it is Graduated and Future students who rate this course lowly, at 1.8 while Faculty rate it at the higher level of 2.3. Methods of Measurement and Evaluation, on the other hand, is rated lower by the Faculty respondents (2.9) than any group but Future Students while it

Insert Table 8 About Here

is the Graduated Students who give the highest rating (3.4). Research Methods and Design is rated highest by Faculty (2.4) and lowest by Graduated Students (2.0). Again, the Thesis is given a significantly higher rating by Faculty (2.5) than by any other stratum. Various other courses that were frequently suggested are listed in Table 9 under the heading Electives and are presented without further comment.

Insert Table 9 About Here

3.2.2 Topics Preferred Within Suggested Courses

In analyzing the responses to the first questionnaire, it became obvious (as anticipated) that some suggestions were like topics that might fit within a broader course of study. In the second questionnaire these were grouped under what was seen as logical course headings.

TABLE 8

Stated Preferences for Various

Research Related Courses

Item	Possible Course	Stratum							
		All Respondents				Future Students			
		Mean*	S.D.*	% 3+4**	Responses to this item	Mean*	S.D.*	% 3+4**	Responses to this item
A11	Statistical Techniques	2.0	0.95	27	269	1.8	0.89	24	100
A12	Measurement and Evaluation	3.1	0.90	73	291	2.9	0.95	66	107
A18	Research-Method and Design	2.1	0.98	32	259	2.1	1.02	34	96
A27	Individual Thesis	2.1	1.06	33	274	2.2	1.10	36	103

* Statistics are based on the number of responses to individual items.

** Where 1 = would not take, 2 = might take, 3 = would probably take, and 4 = would definitely take

TABLE 9

Stated Preferences for Various

Elective Courses

Item	Possible Course	Stratum							
		All Respondents				Future Students			
		Mean*	S.D.*	% 3+4**	Responses to this item	Mean*	S.D.*	% 3+4**	Responses to this item
A13	Special Education	2.3	1.15	40	265	2.3	1.18	39	99
A28	Computer Applications	2.2	1.08	40	275	2.4	1.15	44	103
A31	Group Dynamics	2.3	1.00	41	273	2.4	0.99	48	101
A33	Values Education	2.2	1.00	35	277	2.3	1.06	41	103
A36	Adult Education	2.2	1.08	38	264	2.3	1.15	43	102
A37	Counselling	2.4	1.09	47	276	2.6	1.13	57	106
A43	Alternative Schools and Programs	2.1	0.95	35	259	2.4	0.98	48	99
A44	Outdoor Education	2.0	1.09	30	273	2.5	1.15	48	106
A45	Human Resource Development	2.3	0.98	43	252	2.4	1.01	48	95

* Statistics are based on the number of responses to individual items.

** Where 1 = would not take, 2 = might take, 3 = would probably take, and 4 = would definitely take

Respondents were asked to check off the topics which they felt should be included. Different people see course content differently and some may feel that topics should have been otherwise assigned.

Curriculum Study in a Specific Subject Area is somewhat different from the others in this section in that the sub-topics could actually be seen as courses in their own right. Possibly for this reason and because the appeal of such courses is largely limited to school teachers, the percentage responses are lower than in some of the following sections.

If subject specific courses were to be offered it appears that the greatest demand would be for a course in Reading (Table 10) followed by Science, Math, and Language/Literature. There appears to be relatively low interest in Master of Arts courses as part of the program and in courses in Fine Arts, English as a Second Language, or French.

Insert Table 10 About Here

Methods of Measurement and Evaluation is an area in which respondents did have a strong feeling regarding what should be included. This may be a reflection of the high mean rating (3.1) which it received as a course (Table 8). All topics are judged to be important with designing valid tests, evaluating available tests, program evaluation, use and misuse of standardized tests and evaluation of programs and curricula as

Insert Table 11 About Here

most important (Table 11).

TABLE 10

Respondents Indicating that the Specified Topic

Should be Included in a Course, Curriculum Study in a Specific Area

Item	Area	Stratum			
		All Respondents (N=317)		Future Students (N=121)	
		Number	Percent	Number	Percent
A49	Fine Arts	41	13	13	11
A50	Geography	95	30	37	31
A51	History	97	31	34	28
A52	Math	118	37	42	35
A53	Science	119	38	48	40
A54	French	50	19	22	18
A55	Language/Literature	118	37	47	39
A56	Reading	152	48	57	47
A57	Physical Education	90	28	40	33
A58	M.A. Course	20	06	10	08
A59	English as a Second Language	43	14	16	13

TABLE 11

Respondents Indicating That the Specified Topic

Should be Included in a Course, Methods of Measurement and Evaluation

Item	Area	Stratum			
		All Respondents (N=317)		Future Students (N=121)	
		Number	Percent	Number	Percent
B5	Evaluating Available Tests	210	66	75	62
B6	Evaluating Available Curriculum	193	61	68	56
B7	Designing Valid Tests	283	75	85	70
B8	Needs Assessment	155	49	49	40
B9	Marking	140	44	56	46
B10	Testing for Placement	151	48	54	45
B11	Attitude Assessment	132	42	52	43
B12	Standardized Tests, Use and Misuse	195	62	66	54
B13	Program Evaluation	202	64	70	58
B14	Administering Tests	133	42	49	40

In a course in Special Education students see the priorities in diagnosing learning difficulties and learning how to work with slow learners and gifted persons. It appears to be staff supervision and

Insert Table 12 about here

management issues that are most important to persons contemplating taking courses in Educational Administration with priority given to topics such as motivating staff, staff evaluation, conflict management and time management.

Insert Table 13 about here

Priorities in Adult Education seem to be in the professional and career development areas. As with the other "courses" what are listed are topics that the respondents find important or issues that they are facing. Thus, it is possible to imagine a whole program, in any of these areas, centred around the suggested topics. There may also be an indication that the traditional topics within a discipline are not those which the layperson sees as important.

Insert Table 14 about here

There were only a few topics which emerged under the Counselling heading. Of these, the emphasis for most strata is on techniques with 61% of employers saying this topic should be included but only 27% of Faculty expressing this opinion. Human relations training is also seen

TABLE 12

Respondents Indicating that the Specified Topic Should be Included in a Course, Special Education

Item	Area	Stratum			
		All Respondents (N=317)		Future Students (N=121)	
		Number	Percent	Number	Percent
B16	Diagnosing Learning Difficulties	204	64	81	67
B17	Autism	100	32	33	27
B18	Dyslexia	119	38	44	36
B19	Atypical Families	135	43	56	46
B20	Gifted	150	47	50	41
B21	Deaf	65	20	22	18
B22	Mental Retardation	88	28	28	23
B23	Slow Learners	160	50	60	50
B24	Perceptual Handicap	140	44	54	45
B25	Physical Handicap	90	28	36	30
B26	Multi Handicapped	87	27	33	27

TABLE 13

Respondents Indicating that the Specified Topic

Should be Included in a Course, Educational Administration

Item	Area	Stratum			
		All Respondents (N=317)		Future Students (N=121)	
		Number	Percent	Number	Percent
B28	Manpower Planning	114	36	39	32
B29	Cost Studies	93	29	37	31
B30	Conflict Management	160	50	42	35
B31	Staff Evaluation	209	66	64	53
B32	Teacher Negotiation	109	34	39	32
B33	Motivating Staff	210	66	74	61
B34	Financial Management	115	36	37	31
B35	Time Management	152	48	50	41

TABLE 14

Respondents Indicating that the Specified Topic

Should be Included in a Course, Adult Education

Item	Area	Stratum			
		All Respondents (N=317)		Future Students (N=121)	
		Number	Percent	Number	Percent
B42	Professional Dev.	130	41	49	40
B64	Continuing Education	69	22	36	30
B43	Community Schools	86	27	30	25
B44	Business and Industry	108	34	40	33
B45	For C.A.A.T. Personnel	60	19	23	19
B46	Goal Assessment and Career Planning	117	37	41	34
B47	Teaching the Elderly	84	26	30	25
B48	Correctional Education	75	23	25	21

as important and probably relates to the concerns discussed above under Administration.

Insert Table 15 about here

The low emphasis on experience topics appears similar to the relatively low rating of Educational Administration Practicum and may indicate a subtle differentiation in the collective mind of the sample between courses which are viewed as application as opposed to experientially-based courses. There appears to be some resistance to the latter and support for the former.

Instruction is second only to Measurement and Evaluation in the number of high percentage responses to the topics listed. The emphasis

Insert Table 16 about here

in such a course is seen as being on motivating students, instructional strategies and classroom management. Table 17 presents the counts and

Insert Table 17 about here

percentages of those supporting a variety of other courses or topics which were mentioned infrequently in response to the first questionnaire.

3.2.3 Program Presentation

The final portion of the questionnaire sought to identify the relative significance of various issues related to the presentation of the Master of Education program. In this case respondents were asked to rate their level

TABLE 15

Respondents Indicating that the Specified Topic

Should be Included in a Course, Counselling

Item	Area	Stratum			
		All Respondents (N=317)		Future Students (N=121)	
		Number	Percent	Number	Percent
B50	Resources	121	38	51	42
B51	Techniques	158	50	63	52
B52	Human Relations Training	140	44	55	46
B53	Experiences	70	22	27	22

TABLE 16

Respondents Indicating that the Specified Topic

Should be Included in a Course, Instruction

Item	Area	Stratum			
		All Respondents (N=317)		Future Students (N=121)	
		Number	Percent	Number	Percent
B55	Classroom Management	191	60	77	64
B56	Teaching Styles	188	59	79	65
B57	Discipline	175	55	74	61
B58	Instructional Strategies	211	67	79	65
B59	Motivating Students	218	69	94	78
B60	Team Teaching	109	34	51	42
B61	Developing Instructional Materials	163	51	72	60

TABLE 17

Respondents Indicating that these Other Topics

Should be Included

Item	Area	Stratum			
		All Respondents (N=317)		Future Students (N=121)	
		Number	Percent	Number	Percent
B63	The Teacher & Drugs	66	21	32	26
B65	Decision Making	113	36	41	34
B66	Contemporary Issues	77	24	36	30
B67	Public Speaking	55	17	27	22
B68	Education and World Development	44	14	22	18
B69	Credit Workshops	25	8	13	11
B70	Report Writing	77	24	36	30
B71	Courses for Department Heads	75	24	32	26
B72	Problem Solving Skills	128	40	54	45
B73	Life Skills	47	31	45	37
B74	Educational Literature	40	13	18	15
B75	Interpreting Ministry Guidelines	77	24	29	24
B76	Designing Learning Environments	111	35	48	40
B77	Holistic Education	51	16	17	14

of agreement with various statements on a four-point scale (1=strongly disagree to 4-strongly agree). Again the emphasis will be on analyzing differences between those who might become students and the sample as a whole. In the analyses of various aspects of program presentation more attention will sometimes be given to the views of present and graduated students than in previous sections.

Respecting Time of Offering, respondents take a fairly traditional view and do not appear to want radical change. There are possible exceptions in a desire to have the residency requirement removed (Item C.13) (an opinion held most strongly by Withdrawn and Future Students), and the idea of having some courses which consist of assigned pre-reading, one intensive week of classes and follow-up activities.

Insert Table 18 about here

The high rating given to the item requesting more flexibility in scheduling (C.14) requires further examination. From discussions with ten students and from an examination of the data generated in the first round, it appears that this is a "catch-all" item reflecting real and imagined difficulties in taking desired courses at convenient times and places. The most significant differences of opinion are between Graduated Students (Mean = 2.6) and Withdrawn Students (N = 33, Mean = 4.0).

All the student strata, including Withdrawn Students, tend to be of the opinion that Admission Requirements should be stringent (C.17),

TABLE 18

Program Presentation Statements

Related to Time of Offering

Item	Abbreviated Statement	Stratum					
		All Respondents (N=317)			Future Students (N=121)		
		Mean**	S.D.**	Agree*	Mean**	S.D.**	Agree*
				% No.			% No.
C5	Weekends	2.4	1.19	52 253	2/5	1.15	61 89
C6	Fall and Winter Evenings	3.3	0.86	84 255	3.2	0.87	82 90
C7	May/June	2.7	1.18	61 245	2.9	1.17	69 85
C8	Summer School	3.1	1.03	74 262	3.0	1.07	71 96
C9	Fall and Winter Courses Start at 5 p.m.	2.3	1.18	46 222	2.4	1.22	49 75
C10	Summer Same Time Each Day	3.2	0.92	83 220	3.4	0.81	88 89
C11	Part Course on P.D. Day	2.2	1.26	44 204	2.8	1.22	66 76
C12	Omit Fall and Winter Evening Courses	1.4	0.82	10 207	1.5	0.91	12 64
C13	Abolish Residence Requirement	2.9	1.19	68 193	3.2	1.10	77 71
C14	More Flexible Scheduling	3.1	0.82	80 182	3.3	0.72	87 83
C15	Only Full Time	1.3	0.72	8 211	1.3	0.77	9 66
C16	Intensive One Week, plus Follow-up	2.9	0.93	72 229	3.1	0.79	83 84

* Those indicating that they agree or strongly agree with the statement.

** Where 1 = strongly disagree, 2 = somewhat disagree, 3 = somewhat agree, and 4 = strongly agree

although Possible Future Students are much less convinced that this should be the case (Figure 1). Even Possible Future Students, as a

Insert Table 19 about here

whole, are somewhat in disagreement that standards should be lowered. The admission issue does not appear to be one of standards but more related to the need to perceive a sense of flexibility (more latitude, C.19) and personal support (reduced bureaucracy, C.20). It is the Faculty (Mean = 3.7) and Withdrawn (Mean = 3.6) strata that give the greatest emphasis to the latter issue.

The category, Place of Instruction presents particular problems for analysis because of the sampling technique i.e., randomization by institutions and thus by geographic region. The generalization is suggested that there is strong support for distance education thrusts

Insert Table 20 about here

even into areas from which none of the samples were drawn such as Toronto and Sudbury.

With respect to the Offering of Courses, the recurrent theme apparently has to do with making the program fit the idiosycratic needs and interests of the participants. The greatest difference of opinion

Insert Table 21 about here

occurs between Future Students, who most strongly feel that graduate

TABLE 19

Program Presentation Statements

Related to Admission Requirements

Item	Abbreviated Statement	Stratum					
		All Respondents (N=317)			Future Students (N=121)		
		Mean**	S.D.**	Agree*	Mean**	S.D.**	Agree*
				% No.			% No.
C17	Should be Stringent	2.9	1.07	71 243	2.7	1.15	61 80
C18	Should be Lowered	1.7	0.96	19 213	1.9	0.99	32 63
C19	Should be More Latitude	2.7	1.16	59 235	3.0	1.09	68 73
C20	Reduce Bureaucracy	3.1	1.01	75 210	3.1	1.02	76 71
C21	Emphasize Work Experience	2.9	0.98	75 252	3.2	0.86	86 88
C22	MAT as Requirement	2.2	1.13	39 197	1.8	1.14	18 45
C23	No References from Past Professors	2.9	1.11	64 242	3.0	1.11	65 77
C24	Minimum 5 Years Teaching	2.8	1.11	62 262	2.7	1.13	58 91
C25	Minimum 2 Years Teaching	2.7	1.15	58 229	2.9	1.07	70 76

* Those indicating that they agree or strongly agree with the statement.

** Where 1 = strongly disagree, 2 = somewhat disagree, 3 = somewhat agree, and 4 = strongly agree

TABLE 20

Program Presentation Statements

Related to Place of Instruction

Item	Abbreviated Statement	Stratum					
		All Respondents (N=317)			Future Students (N=121)		
		Mean**	S.D.**	Agree*	Mean**	S.D.**	Agree*
				% No.			% No.
C26	Oshawa	3.5	0.81	88 204	3.7	0.77	92 92
C27	Peterborough	3.3	0.79	86 141	3.5	0.73	90 60
C28	Belleville	2.9	0.96	76 116	2.6	1.06	63 35
C29	Brockville	2.9	0.93	72 117	2.7	1.07	66 41
C30	Community Colleges in Toronto	2.3	1.19	42 120	2.6	1.29	55 47
C31	Sudbury	2.5	1.11	53 103	2.6	1.13	59 34
C32	Correspondence Courses	2.9	1.13	71 210	3.4	0.91	88 81
C33	International Exchanges	2.9	0.93	79 150	2.8	0.99	72 43
C34	Remote Area Offerings	3.2	0.88	82 179	3.1	0.99	79 58
C35	Offer Course if Fifteen Students	3.3	0.90	84 206	3.4	0.86	88 77

*Those indicating that they agree or strongly agree with the statements.

**Where 1 = strongly disagree, 2 = somewhat disagree, 3 = somewhat agree and 4 = strongly agree

TABLE 21

Program Presentation Statements

Related to Offering of Courses

Item	Abbreviated Statement	Stratum					
		All Respondents (N=317)			Future Students (N=121)		
		Mean**	S.D.**	Agree*	Mean**	S.D.**	Agree*
				% No.			% No.
C36	More Flexibility in Core	3.1	0.83	81 219	3.2	0.79	87 69
C37	More Variety in Electives	3.2	0.80	83 229	3.2	0.79	86 74
C38	Should be Individualized	3.2	0.82	82 249	3.4	0.77	87 88
C39	Credit for Some Ministry Courses	2.6	1.21	55 208	3.3	0.92	81 69
C40	Demand Rigorous Prerequisites	2.2	0.99	33 212	2.0	0.89	25 67
C41	More Variety in Administration	2.9	0.84	77 169	2.9	0.86	72 53
C42	Thesis Should be required	1.9	0.97	29 219	2.0	1.01	34 72
C43	Should be 50% Core, 50% Electives	2.9	0.87	29 212	3.1	0.82	80 77
C44	Some Tailored to CAAT Teachers	3.1	0.82	84 184	3.3	0.74	89 65
C45	Diploma Program for non BA	2.1	1.17	42 179	2.6	1.17	43 60
C46	Offer Courses in Parts	2.8	1.03	70 191	3.2	0.95	83 71

* Those indicating that they agree or strongly agree with the statement.

** Where 1 = strongly disagree, 2 = somewhat disagree, 3 = somewhat agree, and 4 = strongly agree

course credits should be given for some Ministry courses (Mean = 3.3), and Graduated Students, who would have nothing to gain by such a change, who most oppose the idea (Mean = 1.8). The high mean responses to items referring to flexibility and variety provide more insight into the nature of the request for more flexibility in general. It is noted that while the imaginary average possible future client of the program somewhat disagrees that the thesis should be a requirement 34% of the Future Student respondents somewhat or strongly agree (see Figure 2). To those planning course offerings it may be worth noting that Future Students

Insert Figure 1 and 2 about here

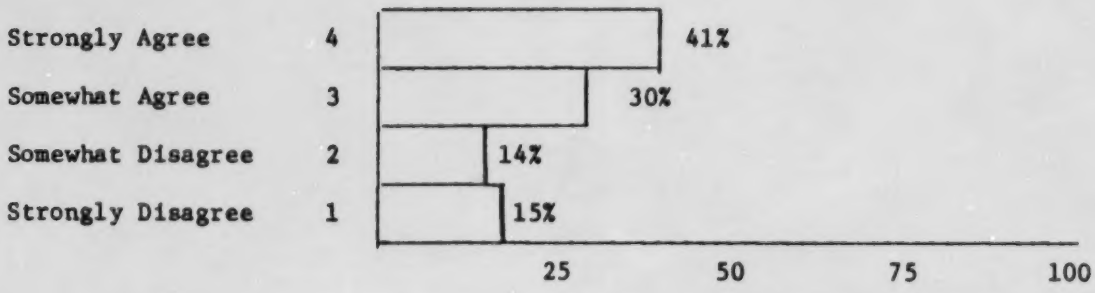
(Mean = 3.2) and Employers (Mean = 3.0) indicate an interest in a modularized presentation of courses.

The standards issue is again addressed in the group of statements regarding Quality (see Table 22). When asked to respond to the statement, "I believe high quality should be demanded of students," only 3% of all

Insert Table 22 about here

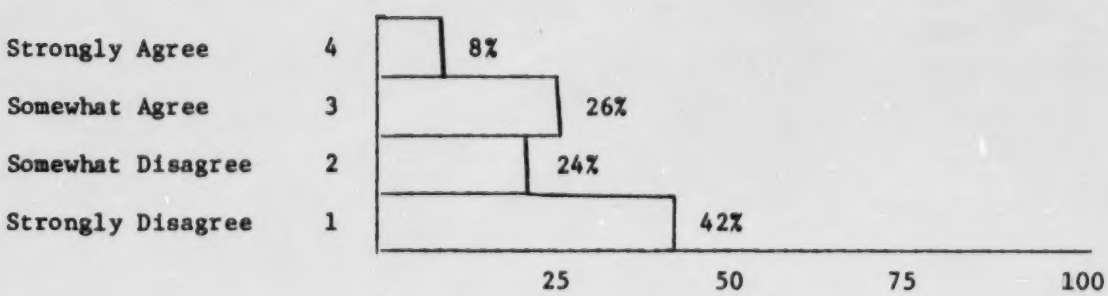
respondents disagreed strongly or moderately. Decision makers might well take note of the high ratings given "professors should show more enthusiasm", (C.48) "there should be more consistency in workloads in various courses" (C.49) and "students should have more contact with faculty advisors." (C.51). The apparent practitioner-orientation of the sample is illustrated in item C.53, "I feel professors should have had experience as practicing

FIGURE 1



Percentages of all respondents to this item indicating opinions regarding the statement, "I believe admission requirements should be stringent" (N = 243)

FIGURE 2



Percentage of Possible Future Students respondents indicating various opinions regarding the statement, "I feel a thesis should be required" (N = 72).

TABLE 22

Program Presentation Statements

Related to Quality

Item	Abbreviated Statement	Stratum					
		All Respondents (N=317)			Future Students (N=121)		
		Mean**	S.D.**	Agree*	Mean**	S.D.**	Agree*
				% No.			% No.
C47	Demand High Quality of Students	3.7	0.55	97 271	3.6	0.60	97 90
C48	Professors Show More Enthusiasm	3.2	0.78	84 198	3.4	0.65	97 64
C49	Consistent Work Load Between Courses	3.3	0.69	90 220	3.5	0.63	96 73
C50	Should be a Final Comprehensive	1.9	1.01	28 239	2.0	0.97	27 77
C51	Increase Faculty Advisor Contact	3.2	0.75	85 196	3.4	0.65	94 64
C52	More Reasonable Professor Expectations	2.6	0.88	51 160	3.0	0.84	79 56
C53	Professors Should Have Practical Experience	3.5	0.68	92 259	3.7	0.47	99 91

* Those indicating that they agree or strongly agree with the statement

** Where 1 = strongly disagree, 2 = somewhat disagree, 3 = somewhat agree, and 4 = strongly agree

educators or administrators" (Mean = 3.5).

With respect to Instructional Strategies a majority of respondents want the lecture to remain (C.56) as one strategy although other teaching

Insert Table 23 about here

methods appear also desirable. There is a high proportion of respondents agreeing with the statement, "Course offerings and reading lists for courses should be available well in advance" (C.57). There appears to be a contradiction between the rating of C.61, On-the-job learning, on the one hand, and A.16 Administration Practicum and B.54, Counselling Experience, on the other.

The two items under Library Services received quite strong support. Many respondents feel, "A library courier system should be provided for remote areas (C.62) and "There should be a longer lending period for graduate students" (C.63). Various Miscellaneous concerns are presented in Table 24.

Insert Table 24 about here

While there were a wide variety of responses to the question of how far people would be willing to travel to take Master of Education courses (see Figure 3) the mean distance is approximately 50 km. Again, there

Insert Figure 3 about here

were a variety of responses regarding ideal class size (see Figure 4) with most people prefering 11 to 15 students.

Insert Figure 4 about here

TABLE 23

Program Presentation Statements

Related to Instructional Strategies

Item	Abbreviated Statement	Stratum					
		All Respondents (N=317)			Future Students (N=121)		
		Mean**	S.D.**	Agree*	Mean**	S.D.**	Agree*
				% No.			% No.
C54	More Guest Lecturers	2.9	0.80	79 197	3.1	0.68	88 66
C55	Combined Lecture and Group	3.3	0.66	92 226	3.4	0.59	94 73
C56	Abolish Lecture Format	1.9	0.83	22 202	2.0	0.85	25 62
C57	Reading Lists in Advance	3.7	0.52	98 265	3.8	0.41	100 93
C58	More Student-Teacher Interaction	3.2	0.74	83 202	3.4	0.67	93 69
C59	Allow Individualized Study	3.4	0.71	90 227	3.4	0.65	94 79
60	Group Presentation Over Essays	2.5	0.95	46 218	2.7	0.96	59 74
C61	On-the-job Learning Experience	3.0	0.89	79 201	3.3	0.79	88 68

* Those indicating that they agree or strongly agree with the statement

** Where 1 = strongly disagree, 2 = somewhat disagree, 3 = somewhat agree, and 4 = strongly agree

TABLE 24

Program Presentation Statements

Related to Miscellaneous Concerns

Item	Abbreviated Statement	Stratum					
		All Respondents (N=317)			Future Students (N=121)		
		Mean**	S.D.**	Agree*	Mean**	S.D.**	Agree*
				% No.			% No.
C62	Provide Library Courier Service	3.4	0.77	91 192	3.5	0.69	91 71
C63	Library Lending Period Longer	3.2	0.88	82 195	3.4	0.82	89 63
C64	Time Off to Take Courses	2.5	1.14	55 203	3.0	1.05	74 81
C65	Improve Remote Area Communication	3.2	0.82	83 110	3.3	0.69	94 33
C66	Remove 5 Year Completion Limit	2.6	1.12	54 240	2.9	1.09	67 85
C67	More Administrative Support	3.0	0.80	77 128	3.2	0.71	92 50
C69	Improve Advertising	3.2	0.83	81 180	3.3	0.73	87 72
C70	Consider a Ph.D. Program	3.3	0.82	87 195	3.2	0.69	85 61
C71	Publish a Newsletter	2.9	0.84	25 169	3.1	0.87	79 61

* Those indicating that they agree or strongly agree with statement

** Where 1 = strongly disagree, 2 - somewhat disagree, 3 = somewhat agree, and 4 = strongly agree

FIGURE 3

Distances Respondents Would be Willing to Travel

To Take Master of Education Course (C.68)

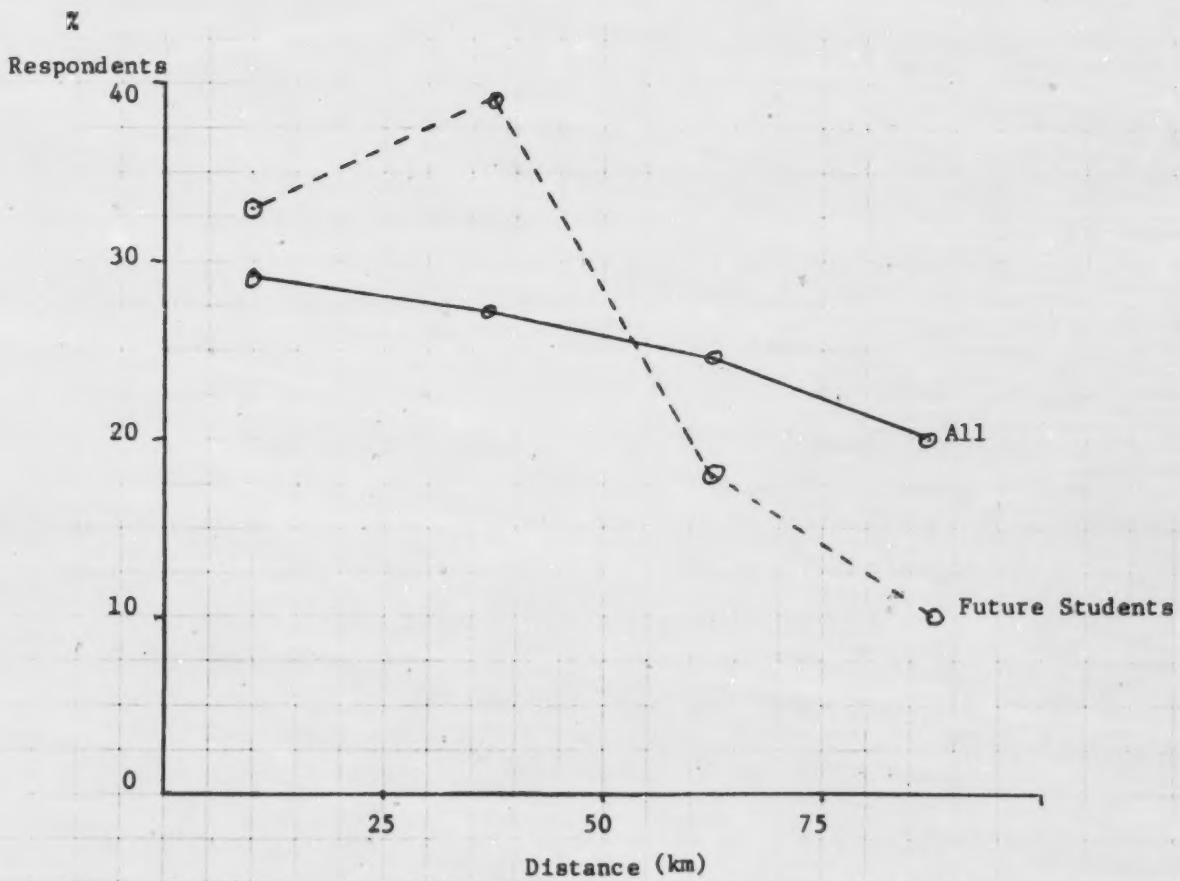
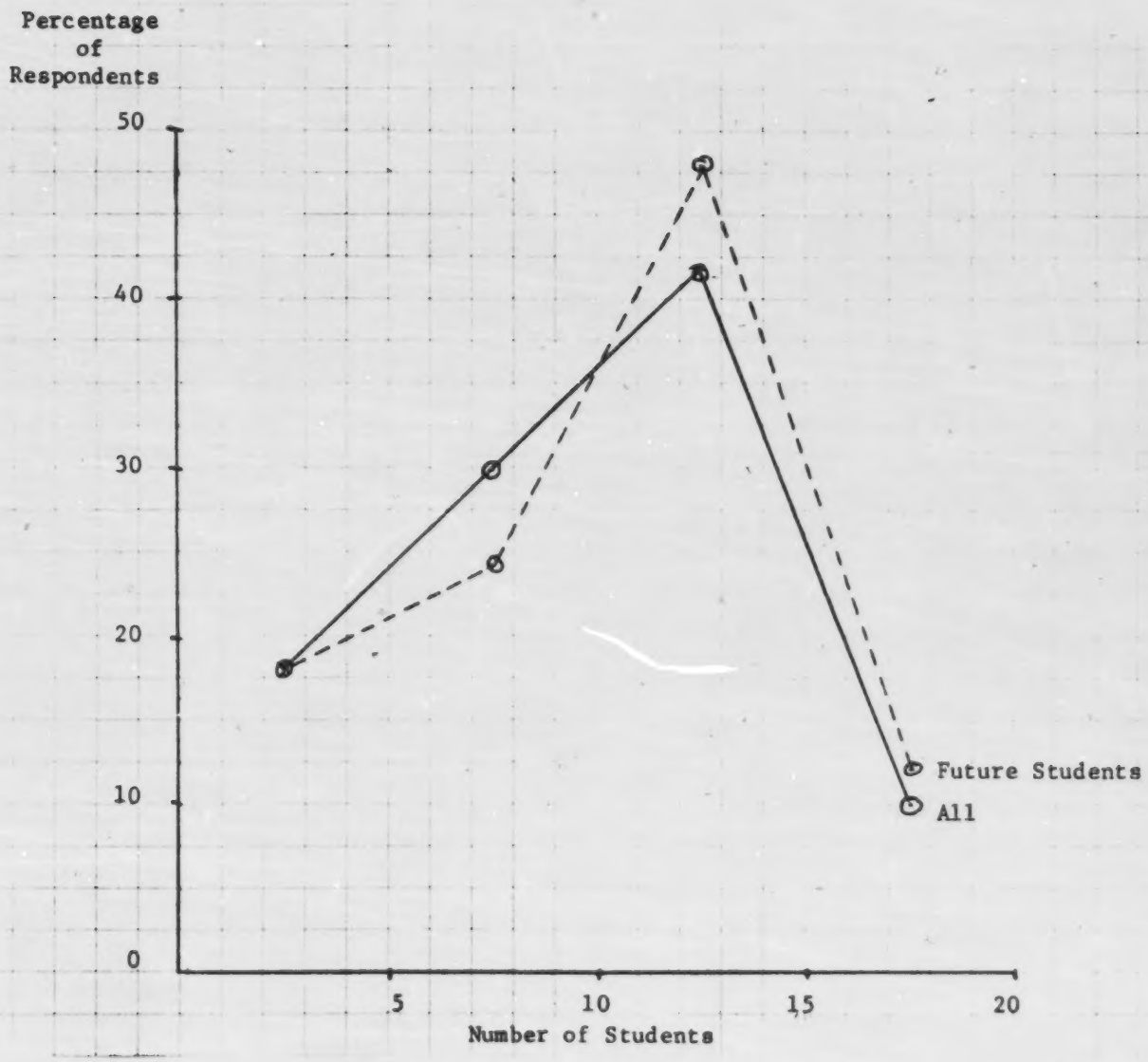


FIGURE 4

Respondent Perceptions of the Ideal Class Size (C.72)



4. SUMMARY AND CONCLUSIONS

A modified Delphi approach, in two phases, was used to establish and assess perceived needs of a stratified sample of 1,162 Eastern Ontario Educators with the aim of establishing a credible and useable data base for decision-makers. The strata identified were: Master of Education Students, Graduates of the Program, Withdrawn Students, Employers of Students and Graduates, Faculty, and Possible Future Students. In Phase One respondents were invited to use the open-ended questionnaire to provide suggestions in the areas of program content and presentation. The Phase Two questionnaire used a four point Likert-like scale to rate items which brought together all of the responses from Phase One.

The most highly ranked courses (with mean) were Curriculum Design (3.2), Measurement and Evaluation (3.1), Curriculum Implementation (3.0), Future Educational Needs (2.8), and Curriculum Related to Specific Subjects (2.8). There appeared to be an orientation favouring courses with specific work-place applicability.

Respecting program presentation, the present times of offering appear to be meeting the stated needs of most respondents. There is support for some innovative approaches and increased flexibility. In the view of the respondents, admission requirements should be stringent, while bureaucracy should be reduced. Ninety-seven percent of respondents agreed that high quality should be demanded of students. The mean distance which respondents would be willing to travel to take courses is 50 km. They see the ideal class size as being between 11 and 15 students.

The study is seen as having provided a credible and reasonable data base of stated needs. It is, however, only one set of data for program planners. Further study is needed to ascertain rules and regulations, motives, and values that will influence final selection of desirable courses and optimum program presentation.

Reference Notes

1. Queen's University. An outline of proposed plans for the development of graduate programs in education for the period 1972-1977.

2. Crawford, D.H., Doneghan, M.B., Marshall, A.R., & Wilson, R.J. Facts for the future: A compendium of information about graduate studies and research in the Faculty of Education. An internal document of the Faculty of Education, Queen's University, Kingston, Ontario. September 1977.

3. Gleadow, N. Personal communication of a draft copy of a position paper respecting needs assessment. May 1980.

4. McGill University. Report of the subcommittee on adult education to the graduate studies committee of the Faculty of Education. February 1979.

5. University of Toronto. Report on graduates studies at the Faculty of Education. Committee on Graduate Studies, Faculty of Education, University of Toronto, April 1973.

References

Barnette, J. Delphi methodology: An empirical investigation. Educational Research Quarterly, 1978, 3(1), 67-73.

Bell, Roger A., Warheit, George J., & Schwab, John, J. Needs assessment: A strategy for structuring change. In Robert D. Coursey (Ed.), Program evaluation for mental health: Methods, strategy and participants. Grune and Stratton, 1977.

Downey, L.W. The task of public education: The perception of people. Chicago: University of Chicago, Midwest Administration Center, 1960.

English, F.W.O. & Kaufman, R.A. Needs assessment: A focus for curriculum development. Washington, D.C.: The Association for Supervision and Curriculum Development, 1975.

Hays, D.G.O., & Linn, J.K. Needs assessment: Who needs it? Washington, D.C.: American School Counsellor Association, 1977.

Kaufman, R.A. Educational system planning. Englewood Cliffs, N.J.: Prentice-Hall, 1976.

Kaufman, Roger. A possible taxomony of needs assessment. Educational Technology, 1977, 17(11), 60-64.

Kaufman, Roger. Needs assessment in perspective: Introduction to the special issue. Educational Technology, 1977, 17(11), 4.

Kaufman, R.A., & English, F.W. Needs assessment: A guide to improve school district management. Arlington, Va.: American Association for School Administrators, 1976.

McMahon, E.E. Needs--Of people and their communities--And the adult educator: A review of the literature of need determination. (ERIC Document Reproduction Service No. ED 038-551)

Monette, M.L. Needs assessment: A critique of philosophical assumptions. Adult Education, 1979, 29(2), 83-95.

Murphy, N.E., & Martin, M. Needs assessment in higher education: Starting up in a small college. Educational Technology, 1977, 17(11), 46-48.

Popham, W.J. Educational evaluation. Englewood Cliffs: Prentice-Hall, 1975.

Popham, W. James (Ed.) Evaluation in education: Current applications. Berkeley, Calif: McCutchan, 1974.

Reavis, G.E., & Good, C. An educational platform for the public schools. Bloomington, Indiana: Phi Delta Kappan Educational Foundation, 1968.

Shapek, Raymond A. Problems and deficiences in the needs assessment process. Public Administration Review, 1975, 35 (Special Issue, December).

Shirly, R.C., & Volkwein, F. Establishing academic program priorities. Journal of Higher Education, 1978, 49(5), 472-488.

Sirois, H., & Iwanicki, E. Delphi-discrepancy evaluation: A model for quality control of mandated programs. Educational Technology, 1978, 18(9), 33-40.

Stake, R.E., & Gooler, D.D. Measuring educational priorities in house, Ernest R. School evaluation: The politics and process. Berkeley, Calif: McCutchan, 1973.

Stinson, Arthur. Action: Research for community action. Paper presented at the annual meeting of Frontier College, (Centre for Social Welfare Studies, School of Social Work, Carleton University) Ottawa, May 1977.

Taylor, P.W. Needs statements. Analysis, 19, 1959, 106-111.

Waniewixz. Demand for part-time learning in Ontario. Toronto: Ontario Institute for Studies in Education, 1976.

Warheit, George J., Bell, Roger A., & Schwab, John J. Planning for change: Needs assessment approaches. Later published as Needs assessment approaches: Concepts and methods. Washington, D.C.: U.S. Department of Health, Education and Welfare, Public Health Service, 1977.

Weaver, W. The Delphi forecasting method. In R.W. Hostrop (Ed.), Foundations of futurology in education. Homewood, Ill.: ETC, 1973.

Young, B. Teacher input into teacher training programs. College Student Journal, 1977, 11(3), 224-226.

APPENDICES

Sample Boards and Colleges

1. Carleton Board of Education.
   S. J. Berry - Director of Education

2. Durham Board of Education.*
   K. D. Munroe - Director of Education

3. Frontenac Board of Education.
   R. E. Shadbolt - Director of Education

4. Haliburton County Board of Education.
   J. D. Hodgson - Director of Education

5. Hastings County Board of Education.
   E. G. Runacres - Director of Education

6. Lanark County Board of Education.
   R. A. Cressman - Director of Education

7. Leeds and Grenville County Board of Education.
   Dr. L. A. Dennis - Director of Education

8. Lennox and Addington County Board of Education.
   J. C. McLeod - Director of Education

9. Northumberland and Newcastle Board of Education.
   W. F. Thom - Director of Education

10. Ottawa Board of Education.
    Dr. H. L. Willis - Director of Education

11. Peterborough County Board of Education.
    R. J. Linton - Director of Education

12. Prescott and Russell County Board of Education.*
    F. Lortie - Director of Education

13. Prince Edward County Board of Education.
    H. W. Jacobs - Director of Education

14. Renfrew County Board of Education.
    H. A. Hempstead - Director of Education

15. Stormont, Dundas and Glengarry County Board of Education.*
    T. R. Leger - Director of Education

16. Victoria County Board of Education.*
    W. S. Perkins - Director of Education

* Used for Possible Future Student sample

Colleges of Applied Arts and Technology

St. Lawrence College of Applied Arts and Technology,
Kingston Campus, Brockville Campus, and Cornwall Campus.
W. W. Cruden, President.

Durham College of Applied Arts and Technology,
Dr. G. E. Willey, President.

Appendix B

Sample of Letter of Permission

Dear

Because of the rapidly changing social and political climate of the world, it is incumbent upon educational institutions to be continually scrutinizing their programs and plans for the future.

The Faculty of Education at Queen's University attempts to do this on an ongoing basis. However, the beginning of a new decade seems an appropriate time to evaluate where we've been and where we intend to go. For this reason, I am presently conducting a needs assessment of our Master's program. Our goal is to solicit opinions from a wide sample of people who have a vested interest in the direction a Master's of Education program should be taking. These opinions will then be used as a basis for making decisions regarding the program. In short, we want to offer a program whose offerings meet the real needs of its constituents including students, faculty, prospective students, and employees of graduates.

In order to facilitate this study we will be seeking input from all the Directors of Boards of Education, in their capacity as possible employers and supervisors of graduates, within approximately a 300 kilometre radius of Queen's. In addition, your Board was one of those selected for intensive participation by the classroom teachers. However, rather than asking all the teachers we have randomly selected four elementary schools and two secondary schools the staff of which would act as the sample of the population.

My request at this time is to procure your approval to contact the teachers at Bayview Heights, Rosebank Road, T.R. McEwen, and Woodcrest Public Schools as well as the teachers at Dr. F.J. Donevan Collegiate and Henry Street High School. Each teacher will receive a covering letter explaining the purpose of our study and a questionnaire which they will be asked to complete. After we have analyzed the first round of received data, we will send each teacher another questionnaire which will consist of a list of those needs of a graduate program most frequently mentioned. Participants will then be asked to prioritize these needs. Although there is nothing personal or critical asked on the questionnaire, confidentiality is assured.

Your permission to allow us to proceed with acquiring responses from your teachers would be gratefully appreciated. Since we do not have staff lists available, it would also be helpful if, assuming you approve our request, you could ask your secretary to forward copies of the staff lists of the schools mentioned at your earliest convenience.

Your co-operation in these endeavours will be a great asset to us. I will try to contact you in a week or so to discuss any questions you may have, or you may call me at (613) 547-3085.

Looking forward to hearing back from you.

Sincerely,

George Ambury.

Appendix C

NEEDS ASSESSMENT FOR THE MASTER OF EDUCATION PROGRAM QUESTIONNAIRE

A. PROGRAM CONTENT (What should be offered?)

We are concerned with finding out what you believe is needed in a graduate degree program in education in a university. At this point, do not take into account what can be offered but rather, in an ideal world, what should be offered. Without restraints or constrictions, list those topics or themes which you think should be offered in the Master of Education Program at Queen's University. If you run out of space, please add another page.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

(over)

Appendix C (Continued)

B. PROGRAM PRESENTATION (How, where and when should the offerings be made?) What suggestions would you like to make regarding the operational aspects of the Program? Some areas you may want to consider are: admission requirements, the issue of core courses and electives, the issues of pre-requisite and co-requisite course structures, the time of course offerings (i.e., evenings, week-ends, summer school, professional development days, Fall/Winter, May/June) and the place of instruction (i.e., remote from Kingston). Again, if you run out of space please add another page.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

RETURN, AS SOON AS POSSIBLE, TO: PROFESSOR GEORGE AMBURY, FACTULY OF EDUCATION, QUEEN'S UNIVERSITY, KINGSTON, CANADA. K7L 3N6

Appendix D

Sample of Graduates Covering Letter Enclosed with the First Questionnaire to Graduates

Dear Colleague:

HELP! We want to improve the Master of Education program at Queen's and we need to find out what you, as a graduate of the program, think should be included and where and how it should be provided. You and your colleagues have points of view which I believe must be heard if we are to build the best possible program of graduate studies. Since you have been selected as part of a random sample it is all the more important that we hear from you as soon as possible.

The design of my study calls for your cooperation at two different times. The first step is, of course, to complete the enclosed questionnaire and to return it in the stamped envelope today or tomorrow, or at least at your earliest convenience. After we have received the various opinions we are seeking, we will be compiling a list of those needs most frequently mentioned and ask you to prioritize these list of needs.

Quite often, participants in a research study freely give of their time and energy only to be forgotten after the data has been collected. A summary will be sent to all participants who wish to be informed of the results of the study.

I do trust you will decide to assist us with this project which will no doubt benefit us all. If there are any questions, please feel free to call me or Elain Acton Trumper at (613) 547-3085.

Sincerely,

George G. Ambury.

GA:gm
Encl.

Sample of Covering Letter sent to Faculty

TO: Faculty Colleagues

FROM: Professor George Ambury

DATE: March 11, 1980

SUBJECT: Needs Assessment

As you are probably aware, I am conducting a form of needs assessment related to our M.Ed. program. The enclosed sheet gives a very brief outline of what is proposed. In order to remain faithful to the method, we have decided that this first questionnaire should be as open as possible. The next round will provide for the gathering of more detailed information.

Could I request that you take a few minutes and jot down your responses as soon as you can make time. Any suggestions or ideas you have, even beyond the scope of the questionnaire, are welcome. I am especially interested in other comparable studies of graduate programs in education.

Appendix F

Needs Assessment for the M.Ed. Program at Queen's University

Up to this point in the history of our program we have operated on various levels of educational guessing with respect to perceived needs/interests/preferences of various groups of persons with an interest in our program. It is the purpose of this study to sample the opinions of faculty, students, employers and those who might become students in order to ascertain, in a systematic manner, what they would like to see us offer and how and where these offerings should be made.

The method is based on the Delphi approach to forcasting but uses only one iteration. The specific populations identified for sampling are: (1) Faculty (those who teach primarily graduate courses, those who teach some graduate courses and those who seldom if ever have taught at the graduate level, (2) Students (present full time, present part time, withdrawn and possible future) and (3) Employers (School Boards and C.A.A.T.s). The result of the study will be prioritized lists of preferences respecting the content of the program in the future and ways in which it might be provided. There will also be an analysis of commonalities and discrepancies in the viewpoints of various sub-populations.

In so far as utilization of the data is concerned there are two critical matters which the study does not address. Firstly, it does not look at the issue of platform rationale or basic philosophy. Without this being attended to there are no rational bases for choosing among the many alternatives with the result that experience and convenience will likely become the operative values. The second matter is a consequence of the first. Many needs analyses attempt to measure the gap between what is and what should be. In the planning stages it became obvious that in the absence of widely acceptable criteria it would be impossible to weight responses or to select from the many possibly conflicting viewpoints. Thus the study will be descriptive rather than prescriptive.

All faculty members will be contacted formally with the two questionnaires. However, informed input is also welcome in the form of suggestions, criticisms, relevant documents or whatever.

Dear

As a member of the Faculty of Education at Queen's University, I have recently received internal funding to conduct a needs assessment for our Master of Education program. For your information, I am enclosing a copy of a brief description of the study.

Using a computer search on ERIC, I was unable to find evidence of this kind of study having previously been conducted in Faculties of Education across Canada. It would be appreciated, then, if you could have the appropriate person in your faculty advise me if a needs assessment of your graduate program has been conducted. Furthermore, if a needs assessment has been carried out, a copy of your report of findings would be very helpful. Any information I receive from you will be used only as part of my literature review.

I thank you for your attention to this request and look forward to hearing back from you.

Sincerely,

G. Ambury.

Encl.

Appendix H

NEEDS ASSESSMENT
FACULTY OF EDUCATION, QUEEN'S UNIVERSITY
PRIORITIES IN PROGRAM CONTENT

A. POTENTIAL COURSES

In the list following, an attempt has been made to include all the major content needs for a Master of Education program suggested by respondents to the first questionnaire. Assuming that you are beginning an M.Ed. program or that you are advising someone similar to yourself on which courses to enrol in, please put a number from 1 to 4 in the box beside each potential course offering. The numbers are equivalent to the following statements:

1 = I would not take this course if I were to enrol in the M.Ed. program.
2 = I might take this course if I were to enrol in the M.Ed. program.
3 = I would probably take this course if I were to enrol in the M.Ed. program.
4 = I would definitely take this course if I were to enrol in the M.Ed. program.

A blank will be interpreted as having no opinion one way or another or it not being applicable to you. If you feel a good idea has been lost or misrepresented, be sure to add it in the space beside "other".

A.5	Curriculum Theory	A.27	Individual Thesis Study
A.6	Curriculum Design and Development	A.28	Computer Applications
A.7	Implementing Curriculum	A.29	Public Relations/ Communication
A.8	Program Design	A.30	Media in Education
A.9	Curriculum Management/Implementation	A.31	Group Dynamics
A.10	Curriculum Study in a Specific Subject Area	A.32	Philosophy of Education
A.11	Statistical Techniques	A.33	Values Education
A.12	Methods of Measurement & Evaluation	A.34	Educational Psychology
A.13	Special Education	A.35	Sociology
A.14	Theory of Educational Administration	A.36	Adult Education
A.15	Educational Administration	A.37	Counselling
A.16	Administration Practicum	A.38	Ethics of Education (teaching, learning, administration)
A.17	Future Educational Needs/Dealing with Change	A.39	Behaviour Modification
A.18	Research Design, Methodology	A.40	Human Education
A.19	Comparative Education	A.41	Instruction
		A.42	Educational Technology

A.16 ☐ Administration Practicum

A.17 ☐ Future Educational Needs/Dealing with Change

A.18 ☐ Research Design, Methodology

A.19 ☐ Comparative Education

A.20 ☐ Legal Aspects of Education

A.21 ☐ Psychology of Learning Process

A.22 ☐ History of Education

A.23 ☐ Politics of Education

A.24 ☐ Economics of Education

A.25 ☐ Current Trends in Education

A.26 ☐ Teacher Stress and Resolution

A.38 ☐ Ethics of Education (teaching, learning, administration)

A.39 ☐ Behaviour Modification

A.40 ☐ Human Education

A.41 ☐ Instruction

A.42 ☐ Educational Technology

A.43 ☐ Alternative Schools and Programs

A.44 ☐ Outdoor Education

A.45 ☐ Human Resources Development

A.46 ☐ Other _____

A.47 ☐ Other _____

A.48 ☐ Other _____

B. TOPICS WITHIN POTENTIAL COURSES

For some of the courses listed above, specific topics or areas within courses have been suggested as content needs. Please check (✓) those topics within each course which you feel should be included. Feel free to add other topics which you think are important. If you listed a course under "other" above, please list some of the topics you would like to see covered within the course in the space provided.

1. Curriculum Study in a Specific Subject Area

A.49 Fine Arts (specify) _____ ____.
A.50 Geography ____.
A.51 History ____.
A.52 Math ____.
A.53 Science ____
A.54 French ____.
A.55 Language/Literature ____.
A.56 Reading ____.
A.57 Physical Education ____.
A.58 M.A. Courses in (specify_____) ____.
A.59 English as a Second Language ____.
A.60 Other (specify_____) ____.
A.61 Other (specify_____) ____.

B. TOPICS WITHIN POTENTIAL COURSES (Cont'd)

2. Methods of Measurement and Evaluation

B.5 Evaluating Available Tests _____.
B.6 Evaluating Available Curriculum _____.
B.7 Designing Valid Tests _____.
B.8 Needs Assessment _____.
B.9 Marking _____.
B.10 Testing for Placement _____.
B.11 Attitude Assessment _____.
B.12 Standardized Tests, Use and Misuse _____.
B.13 Program Evaluation _____.
B.14 Administering Tests _____.
B.15 Other (specify _____) _____

3. Special Education

B.16 Diagnosing Learning Difficulties _____.
B.17 Autism _____.
B.18 Dyslexia _____.
B.19 Atypical Family Background _____.
B.20 Gifted _____.
B.21 Deaf _____.
B.22 Mental Retardation _____.
B.23 Slow Learner _____.
B.24 Perceptual Handicap _____.
B.25 Physical Handicap _____.
B.26 Multi-Handicapped _____.
B.27 Other (specify _____) _____.

4. Educational Administration

B.28 Manpower Planning _____.
B.29 Cost Studies _____.
B.30 Conflict Management _____.
B.31 Staff Evaluation _____.
B.32 Teacher Negotiation _____.
B.33 Motivating Staff _____.
B.34 Financial Management _____.
B.35 Time Management _____.
B.36 Other (specify _____) _____.
B.37 Other (specify _____) _____.

5. Comparative Education

B.38 Ontario _____.
B.39 Canada _____.
B.40 The World _____.
B.41 Other (specify _____) _____.

6. Adult Education

B.42 Professional Development _____.
B.43 Community Schools _____.
B.44 Related to Needs of Business and Industry _____.
B.45 For C.A.A.T. Personnel _____.
B.46 Goal Assessment and Career Planning _____
B.47 Teaching the Elderly _____.
B.48 Correctional Education _____.
B.49 Other (specify _____) _____

7. Counselling

B.50 Resources _____.
B.51 Techniques _____.
B.52 Other (specify _____) _____.
B.53 Human Relations Training _____.
B.54 Experience _____.

8. Instruction

B.55 Classroom Management _____.
B.56 Teaching Styles _____.
B.57 Discipline _____.
B.58 Instructional Strategies _____.
B.59 Motivating Students _____.
B.60 Team Teaching _____.
B.61 Developing Instructional Materials _____.
B.62 Other (specify _____) _____.

9. Miscellaneous (Topics Mentioned Infrequently)

B.63 The Teacher and Drugs _____
B.64 Continuing Education _____.
B.65 Decision Making _____.
B.66 Contemporary Issues _____.
B.67 Public Speaking _____.
B.68 Education and World Development _____.
B.69 Credit Workshops _____.
B.70 Report Writing _____.
B.71 Courses for Department Heads _____.
B.72 Problem Solving Skills _____.
B.73 Life Skills _____.
B.74 Educational Literature _____.
B.75 Interpreting Ministry Guidelines _____.
B.76 Designing Learning Environments _____.
B.77 Holistic Education _____.

10. Other

C. PROGRAM PRESENTATION

In the box beside each statement, please put a number from 1-4, the numbers being equivalent to the following statements:

1 = I strongly disagree with this statement.
2 = I somewhat disagree with this statement.
3 = I somewhat agree with this statement.
4 = I strongly agree with this statement.

A blank will be interpreted as the matter being not applicable to you.

1. Time of Offerings

C.5 ☐ I would like to see courses offered on weekends.

C.6 ☐ I prefer fall/winter evening course offerings.

C.7 ☐ I would like courses offered in May/June.

C.8 ☐ I prefer summer school offerings.

C.9 ☐ I would like evening courses in the fall/winter to begin at 5:00 p.m.
I would like more courses offered during the day for full-time students.

C.10 ☐ I would like to see classes in the summer offered at the same time every day to facilitate car pools etc.

C.11 ☐ I would like to take part of an M.Ed. course on a professional development day.

C.12 ☐ I would like to see fall/winter evening courses omitted.

C.13 ☐ I would prefer to see the summer school residence requirement abolished.

C.14 ☐ I would like to see more flexibility in scheduling.

C.15 ☐ I feel only full-time offerings should be available.

C.16 ☐ Some courses should consist of assigned reading, one intensive week of class and follow-up activities.

2. Admission Requirements

C.17 ☐ I believe admission requirements should be stringent.

C.18 ☐ I believe admission requirements should be lowered.

C.19 ☐ I believe there should be more latitude in admission requirements.

C.20 ☐ I believe bureaucracy in admission requirements should be reduced.

C.21 ☐ I believe more emphasis should be placed on work experience.

C.22 ☐ I believe the Miller Analogy Test should be an admission requirement.

C.23 ☐ I feel the requirement of getting references from past professors should be abolished.

C.24 ☐ I think a minimum of 5 years teaching experience should be requested.

C.25 ☐ I think a minimum of 2 years teaching experience should be requested.

3. Place of Instruction

C.26 ☐ I believe more courses should be offered in areas away from Kingston.

C.27 ☐ I think courses should be offered in Oshawa.

C.28 ☐ I think courses should be offered in Peterborough.

C.29 ☐ I think courses should be offered in Belleville.

C.30 ☐ I think courses should be offered in Brockville.

C.31 ☐ I think courses should be offered in community colleges in Toronto.

C.32 ☐ I think courses should be offered in Sudbury.

C.33 ☐ I think courses should be offered through correspondence courses.

C.34 ☐ I think Queen's should participate in exchange programs with other countries.

C.35 ☐ I think remote area course offerings should only be made if human and library resources are available in the area.

I think a minimum of 15 interested students is sufficient for remote area offerings.

4. Offering of Courses

C.36 ☐ I feel there should be more flexibility in core courses.

C.37 ☐ I feel there should be more variety in electives.

C.38 ☐ I feel the program should be individualized to suit personal needs.

C.39 ☐ I feel some Ministry courses should be allowed to be credited to my degree.

C.40 ☐ I feel rigorous prerequisites must be demanded.

C.41 ☐ I feel there should be more variety of courses in administration.

C.42 ☐ I feel a thesis should be required.

C.43 ☐ I feel that 50% of courses should be core and 50% electives.

C.44 ☐ Some courses should be tailored to community college teachers.

C.45 ☐ Diplomas should be granted to those without a Bachelor degree.

C.46 ☐ Full credit courses should be able to be taken in parts.

PROGRAM PRESENTATION

5. Quality

C.47 ☐ I believe high quality should be demanded of students.

C.48 ☐ I feel professors should show more enthusiasm.

C.49 ☐ I feel there should be more consistency in work loads in the various courses.

C.50 ☐ I feel a comprehensive exam should be required before an M.Ed. is granted.

C.51 ☐ I feel students should have more contact with faculty advisors.

C.52 ☐ I feel professor expectations should be more reasonable.

C.53 ☐ I feel professors should have had experience as practicing educators or administrators.

6. Instructional Strategies

C.54 ☐ There should be more guest lecturers.

C.55 ☐ There should be a combination of lecture/group strategies.

C.56 ☐ The lecture format should be abolished.

C.57 ☐ Course offerings and reading lists for courses should be available well in advance.

C.58 ☐ There should be more student-teacher interaction.

C.59 ☐ Individualized study should be allowed.

C.60 ☐ Group presentations should take priority over essays.

C.61 ☐ On-the-job learning experiences should be provided.

7. Library Services

C.62 ☐ A library courier system should be provided for remote areas.

C.63 ☐ There should be a longer lending period for graduate students.

Miscellaneous

C.64 ☐ Time off work should be granted for taking courses.

C.65 ☐ Communication between Queen's and remote areas needs improvement.

C.66 ☐ The 5 year time limit for completing an M.Ed. should be omitted.

C.67 ☐ I would like to see more administrative support in the M.Ed. program.

C.68 ☐ I would be willing to travel ___km. to take an M.Ed. course. (Please enter the equivalent number in the box 0k-20k=1, 21k-50k=2, 51k-75k=3, over 75k=4)

C.69 ☐ Advertising of M.Ed. courses should be improved.

C.70 ☐ A Ph.D. program should be considered.

C.71 ☐ I would like to see better communication through the publishing of a newsletter.

C.72 ☐ The ideal class size for me is ___ persons. (Please enter the equivalent number in the box 1-5 persons = 1, 6-10 persons = 2, 11-15 persons = 3, over 15 persons = 4)

9. Additional Suggestions

Please add any suggestions which you feel are not adequately reflected in your responses to this questionnaire.

10. If you would like a summary of the final results please print:

NAME: _____

ADDRESS: _____

_____

_____

RETURN, AS SOON AS POSSIBLE. TO: PROFESSOR GEORGE AMBURY, FACULTY OF EDUCATION, QUEEN'S UNIVERSITY, KINGSTON, CANADA. K7L 3N6

Appendix I

A POTENTIAL COURSES

No	Area	Name	Stratum																			
			All N=317			Blue N=78 Students			Gold N=51 Graduates			Pink N=8 Withdrawn			Green N=120 Future Students			Yellow N=38 Employers			White N=22 Faculty		
			Mean	S.D.	%1+2	Mean	S.D.	%1+2	Mean	S.D.	%1+2	Mean	S.D.	%1+2	Mean	S.D.	%1+2	Mean	S.D.	%1+2	Mean	S.D.	%1+2
1	A5	Curriculum Theory	2.5	1.08	53.0	2.6	1.11	50.0	2.7	1.14	48.9	2.2	1.33	50.0	2.3	0.99	60.4	2.4	1.14	51.4	2.7	1.99	40.9
2	A6	Curriculum Design and Development	3.2	0.94	24.5	3.0	1.07	32.9	3.4	0.87	16.7	2.7	1.38	42.9	3.1	0.89	26.4	3.3	0.85	18.9	3.5	0.80	9.1
3	A7	Implementing Curriculum	3.0	1.01	31.7	2.6	1.07	44.1	3.1	0.95	21.3	3.0	1.27	33.3	3.0	0.92	30.5	3.2	1.02	27.0	2.9	1.04	28.6
4	A8	Program Design	2.7	0.96	45.1	2.4	0.90	59.4	2.9	0.93	33.3	2.8	1.04	37.5	2.8	0.94	39.0	2.8	1.04	40.5	2.3	0.87	68.4
5	A9	Curriculum Management	2.7	0.99	39.7	2.7	1.00	43.1	2.7	0.91	35.4	3.2	0.98	33.3	2.6	0.98	44.4	3.3	0.96	18.9	2.2	1.03	58.8
6	A10	Curriculum Study Spec. Subj. Area	2.8	1.13	37.5	2.9	1.12	34.8	2.6	1.08	43.2	2.6	1.52	40.0	2.9	1.03	28.6	2.2	1.19	61.1	2.9	1.23	38.1
7	A11	Statistical Techniques	2.0	0.95	72.9	2.1	0.94	70.3	1.8	0.81	80.4	2.2	1.47	66.7	1.8	0.89	76.0	2.1	1.00	65.7	2.3	1.14	61.1
8	A12	Methods of Meas. & Eval.	3.1	0.90	26.8	3.2	0.88	22.9	3.4	0.81	16.3	2.4	0.79	42.9	2.9	0.95	33.6	3.1	0.89	21.1	2.9	0.79	35.0
9	A13	Special Education	2.3	1.15	59.6	2.3	1.16	61.9	2.3	1.09	61.4	2.7	1.11	42.9	2.3	1.18	60.6	2.5	1.22	51.4	2.0	1.12	64.7
10	A14	Theory of Educational Admin.	2.2	1.12	60.2	2.4	1.04	56.9	2.5	1.14	48.9	2.0	0.82	71.4	1.9	1.07	73.7	2.9	1.11	35.1	1.8	1.09	76.5
11	A15	Educational Administration	2.7	1.13	42.8	2.6	1.05	46.3	2.9	1.03	31.1	2.9	0.99	25.0	2.3	1.18	57.7	3.5	0.69	5.3	2.1	1.21	71.4
12	A16	Administration Practicum	2.4	1.11	52.3	2.4	1.04	54.0	2.5	1.13	52.3	2.1	1.22	57.1	2.2	1.05	62.2	3.2	0.99	18.9	2.1	1.28	60.0
13	A17	Future Educational Needs	2.8	0.95	37.1	2.9	0.95	33.3	2.9	0.86	35.4	2.7	1.38	42.9	2.8	1.01	38.3	2.7	0.85	35.1	2.6	0.98	50.0
14	A18	Research Design & Methodology	2.1	0.98	68.3	2.3	1.00	61.3	2.0	0.89	72.1	1.4	0.52	100.0	2.1	1.02	65.6	1.9	0.89	83.3	2.4	1.03	56.3
15	A19	Comparative Education	2.0	0.91	73.2	2.2	0.92	63.2	2.1	0.99	68.9	2.3	0.95	71.4	1.9	0.89	74.7	1.8	0.85	83.8	1.7	0.87	87.5
16	A20	Legal Aspects of Education	2.4	1.03	53.8	2.6	0.96	44.6	2.4	1.08	55.3	2.4	0.98	51.1	2.3	1.01	60.0	2.5	1.12	56.8	2.5	1.16	37.5
17	A21	Psychology of Learning Process	2.7	1.02	43.2	2.8	0.97	40.9	2.8	0.99	41.3	2.7	0.76	42.9	2.6	1.09	48.6	2.7	1.05	37.8	2.6	0.99	35.3

A POTENTIAL COURSES

No	Area	Name	All N=317			Blue N=78 Students			Gold N=51 Graduates			Stratum Pink N=8 Withdrawn			Green N=120 Future Students			Yellow N=38 Employers			White N=22 Faculty		
			Mean	S.D.	%1+2	Mean	S.D.	%1+2	Mean	S.D.	%1+2	Mean	S.D.	%1+2	Mean	S.D.	%1+2	Mean	S.D.	%1+2	Mean	S.D.	%1+2
18	A22	History of Education	1.7	0.90	82.2	1.8	0.88	83.3	1.8	0.95	80.0	1.6	0.74	87.5	1.6	0.87	84.7	2.0	0.99	73.0	1.6	0.89	87.5
19	A23	Politics of Education	2.1	1.01	66.7	2.4	1.02	56.1	2.3	0.98	67.4	2.0	0.93	62.5	1.9	0.95	77.3	2.3	1.11	56.8	2.1	1.03	68.8
20	A24	Economics of Education	2.2	1.00	63.6	2.4	0.98	58.2	2.2	1.00	65.9	2.5	1.07	62.5	2.0	0.98	74.0	2.7	0.99	39.5	1.9	0.96	73.3
21	A25	Current Trends in Education	2.7	0.90	42.9	2.6	0.89	44.9	2.5	0.75	53.3	3.1	1.2	28.6	2.8	0.95	40.4	2.8	0.83	34.2	2.7	1.00	47.4
22	A26	Teacher Stress and Resolutions	2.7	1.04	43.0	2.7	1.02	47.1	2.6	1.01	46.7	3.0	1.09	16.7	2.9	1.05	37.4	2.5	0.99	45.9	2.4	1.22	52.6
23	A27	Individual Thesis Study	2.1	1.06	66.8	1.9	0.94	76.1	2.1	1.13	66.7	1.8	0.98	66.7	2.2	1.10	64.1	2.0	1.07	64.9	2.5	1.17	52.6
24	A28	Computer Applications	2.2	1.08	59.6	2.2	1.12	62.1	1.9	0.90	65.2	2.4	1.13	42.9	2.4	1.15	56.3	2.4	1.09	55.6	1.9	0.86	70.6
25	A29	Public Relations/ Communications	2.5	1.02	53.8	2.4	1.06	57.4	2.4	0.94	60.0	2.3	1.17	50.0	2.6	1.04	50.5	2.7	0.98	38.9	1.7	0.79	80.0
26	A30	Media in Education	2.3	0.97	59.6	2.2	0.97	65.0	2.0	0.89	74.4	2.2	1.17	66.7	2.6	0.99	44.7	2.2	0.79	69.4	2.1	1.10	68..
27	A31	Group Dynamics	2.3	1.00	59.0	2.0	1.07	71.0	2.3	0.92	58.7	2.0	1.16	71.4	2.4	0.99	52.0	2.2	1.06	59.5	2.3	0.87	52.6
28	A32	Philosophy of Education	2.0	0.97	70.5	2.1	0.98	67.7	2.1	0.95	73.3	1.3	0.52	100.0	1.9	0.98	75.0	2.3	1.00	55.6	2.0	1.05	68.4
29	A33	Values Education	2.2	1.00	64.6	2.2	0.91	69.1	2.1	0.80	73.9	1.3	0.52	100.0	2.3	1.06	59.2	2.3	1.08	62.2	2.3	1.31	47.1
30	A34	Educational Psychology	2.4	1.01	52.6	2.4	1.06	51.7	2.5	0.91	52.2	1.8	0.98	66.7	2.4	1.05	53.9	2.4	0.99	45.9	2.4	0.93	58.8
31	A35	Sociology	1.9	0.95	72.3	1.9	0.97	72.1	2.0	0.91	65.9	1.8	0.75	83.3	1.9	1.04	70.0	1.9	0.87	80.6	1.7	0.77	82.4
32	A36	Adult Education	2.2	1.08	62.1	2.0	1.06	67.2	2.0	1.06	68.2	2.3	1.11	57.1	2.3	1.15	56.9	2.4	0.93	56.8	1.9	0.96	75.0
33	A37	Counselling	2.4	1.09	53.3	2.3	1.09	61.5	2.4	1.20	54.5	2.2	1.17	66.7	2.6	1.13	43.4	2.4	0.75	55.3	1.9	1.09	70.6
34	A38	Ethics of Education	2.2	0.95	65.8	2.2	0.91	65.1	2.4	0.91	64.3	2.0	0.82	71.4	2.2	0.99	68.4	2.3	1.04	55.6	1.9	0.95	78.6

A POTENTIAL COURSES

No	Area	Name	Stratum															
			All N=317			Blue N=78 Students			Gold N=51 Graduates			Pink N=8 Withdrawn			Green N=120 Future Students			Yellow N=38 Employers		
			Mean	S.D.	%1+2	Mean	S.D.	%1+2	Mean	S.D.	%1+2	Mean	S.D.	%1+2	Mean	S.D.	%1+2	Mean	S.D.	%1+2
35	A39	Behaviour Modification	2.2	1.06	62.3	2.1	0.97	69.2	2.1	1.01	69.8	2.2	0.75	66.7	2.5	1.11	49.5	2.2	1.04	64.9
36	A40	Human Education	2.0	0.92	74.3	1.9	0.93	80.0	1.9	0.81	78.0	1.3	0.52	100.0	2.1	1.01	67.0	1.9	0.76	77.1
37	A41	Instruction	2.2	1.07	62.8	2.1	1.03	70.2	1.9	0.89	80.0	1.6	0.89	80.0	2.5	1.15	51.5	2.2	0.99	60.0
38	A42	Educational Technology	2.0	0.92	72.5	2.0	1.01	71.7	1.7	0.91	80.0	1.7	0.82	83.3	2.0	0.89	69.4	2.2	0.90	67.9
39	A43	Alternative Schools and Programs	2.1	0.95	64.5	2.0	0.90	71.7	1.8	0.82	80.5	2.6	0.92	37.5	2.4	0.98	51.5	2.1	0.92	65.
40	A44	Outdoor Education	2.0	1.09	70.0	1.8	1.05	79.7	1.8	0.97	76.7	1.8	0.98	66.7	2.5	1.15	51.9	1.4	0.50	100.0
41	A45	Human Resources Education	2.3	0.98	56.7	2.2	0.93	71.7	2.2	0.94	66.7	2.5	1.38	50.0	2.4	1.01	51.6	2.7	0.97	29.4

No	Area	Name	Stratum													
			All		Blue Students		Gold Graduates		Pink Withdrawn		Green Future Students		Yellow Employers		White Faculty	
			Yes	%	Yes	%	Yes	%	Yes	%	Yes	%	Yes	%	Yes	%
1.1	A49	Fine Arts	41	12.9	10	13.0	11	21.6	1	12.5	13	10.7	2	5.3	4	18.2
1.2	A50	Geography	95	30.0	23	29.9	21	41.2	0	0.0	37	30.6	8	21.1	6	27.3
1.3	A51	History	97	30.6	21	27.3	25	59.0	1	12.5	34	28.1	8	21.1	8	36.4
1.4	A52	Math	118	37.2	29	37.7	24	47.1	3	37.5	42	34.7	13	34.2	7	31.8
1.5	A53	Science	119	37.5	26	33.8	23	45.1	1	12.5	48	39.7	12	31.6	9	40.9
1.6	A54	French	50	18.6	14	18.2	13	25.5	0	0.0	22	18.2	3	7.9	7	31.8
1.7	A55	Language/ Literature	118	37.2	29	37.7	21	41.2	0	0.0	47	38.8	12	31.6	9	40.9
1.8	A56	Reading	152	47.9	37	48.1	30	58.8	3	37.5	57	47.1	15	39.5	10	45.5
1.9	A57	Phys. Ed.	90	28.4	19	24.7	15	29.4	2	25.0	40	33.1	7	18.4	7	31.8
1.10	A58	M.A. Courses	20	6.3	5	6.5	2	3.9	2	25.0	10	8.3	1	2.6	0	0.0
1.11	A59	ESL	43	13.6	11	14.3	8	15.7	1	12.5	16	13.2	4	10.5	3	13.6
1.12	A60	Other	46	14.5	10	13.0	9	17.6	1	12.5	19	15.7	3	7.9	4	18.2
1.13	A61	Other	11	3.5	1	1.3	4	7.8	1	12.5	1	0.8	2	5.3	2	9.1
2.1	B5	Evaluation Available Tests	210	66.2	53	68.8	34	66.7	5	62.5	75	62.0	27	71.1	16	72.7
2.2	B6	Evaluation Available Tests	193	60.9	44	57.1	37	72.5	3	37.5	68	56.2	27	71.1	14	63.6
2.3	B7	Designing Valid Tests	238	75.1	57	74.0	44	86.3	6	75.0	85	70.2	28	73.7	18	81.8
2.4	B8	Needs Assessment	155	48.9	38	49.4	29	56.9	2	25.0	49	40.5	22	57.9	15	68.2

No	Area	Name	Stratum											
			All		Blue Students		Gold Graduates		Pink Withdrawn		Green Future Students		Yellow Employers		White Faculty	
			Yes	%	Yes	%	Yes	%	Yes	%	Yes	%	Yes	%	Yes	%
2.5	B9	Marking	140	44.2	35	45.5	22	43.1	3	37.5	56	46.3	13	34.2	11	50.0
2.6	B10	Testing for Place	151	47.6	39	50.6	26	51.0	1	12.5	54	44.6	21	55.3	10	45.5
2.7	B11	Attitude Assessment	132	41.6	29	37.7	21	41.2	1	12.5	52	43.0	19	50.0	10	45.5
2.8	B12	Standard Tests	195	61.5	52	67.5	36	70.6	5	62.5	66	54.5	22	57.9	14	63.6
2.9	B13	Program Evaluation	202	63.7	47	61.0	40	78.4	4	50.0	70	57.9	25	65.8	16	72.7
2.10	B14	Administration Tests	133	42.0	34	44.2	22	43.1	3	37.5	49	40.5	15	39.5	10	45.5
2.11	B15	Other	11	3.5	1	1.3	4	7.8	0	0.0	2	1.7	1	2.6	3	13.6
3.1	B16	Diagnosing Learning Difficulties	204	64.4	48	62.3	32	62.7	5	62.5	81	66.9	27	71.1	11	50.0
3.2	B17	Autism	100	31.5	27	35.1	17	33.3	4	50.0	33	27.3	11	28.9	8	36.4
3.3	B18	Dyslexia	119	37.5	31	40.3	19	37.3	4	50.0	44	36.4	13	34.2	8	36.4
3.4	B19	Atypical Family	135	42.6	35	45.5	20	39.2	4	50.0	56	46.3	11	28.9	9	40.9
3.5	B20	Gifted	150	47.3	40	51.9	30	58.8	3	37.5	50	41.3	19	50.0	8	36.4
3.6	B21	Deaf	65	20.5	19	24.7	12	23.5	1	12.5	22	18.2	5	13.2	6	27.3
3.7	B22	Mentally Retarded	88	27.8	21	27.3	16	31.4	2	25.0	28	23.1	13	34.2	8	36.4
3.8	B23	Slow Learner	160	50.5	42	54.5	25	49.0	4	50.0	60	49.6	21	55.3	8	36.4
3.9	B24	Perceptual Handicap	140	44.2	33	42.9	23	45.1	4	50.0	54	44.6	17	44.7	9	40.9
3.10	B25	Physically Handicap	90	28.4	22	28.6	15	29.4	3	37.5	36	29.8	8	21.1	6	27.3

No	Area	Name	Stratum													
			All		Blue Students		Gold Graduates		Pink Withdrawn		Green Future Students		Yellow Employers		White Faculty	
			Yes	%	Yes	%	Yes	%	Yes	%	Yes	%	Yes	%	Yes	%
3.11	B26	Multi-Handicap	87	27.4	19	24.7	16	31.4	3	37.5	33	27.3	11	28.9	5	22.7
3.12	B27	Other	11	3.5	5	6.5	2	3.9	1	12.5	2	1.7	1	2.6	0	0.0
4.1	B28	Manpower Planning	114	36.0	31	40.3	17	33.3	4	50.0	39	32.2	18	47.4	5	22.7
4.2	B29	Cost Studies	93	29.3	21	27.3	12	23.5	4	50.0	37	30.6	16	42.1	3	13.6
4.3	B30	Conflict Management	160	50.5	44	57.1	31	60.8	5	62.5	42	34.7	29	76.3	9	40.9
4.4	B31	Staff Evaluation	209	65.9	53	68.8	41	80.4	8	100.00	64	52.9	35	92.1	8	36.4
4.5	B32	Teacher Negotiations	109	34.4	24	31.2	18	35.3	2	25.0	39	32.3	22	57.9	4	18.2
4.6	B33	Motivating Staff	210	66.2	54	70.1	37	72.5	6	75.0	74	61.2	30	78.9	9	40.9
4.7	B34	Financial Management	115	36.3	30	39.0	23	45.1	3	37.5	37	30.6	19	50.0	3	13.6
4.8	B35	Time Management	152	47.9	36	46.8	28	54.9	6	75.0	50	41.3	26	68.4	6	27.3
4.9	B36	Other	15	4.7	7	9.1	3	5.9	0	0.0	1	0.8	3	7.9	1	4.5
4.10	B37	Other	7	2.2	3	3.9	0	0.0	0	0.0	1	0.8	3	7.9	0	0.0
5.1	B38	Ontario	96	30.3	18	23.4	17	33.3	2	25.0	42	34.7	12	31.6	5	22.7
5.2	B39	Canada	121	38.2	25	32.5	20	39.2	3	37.5	53	43.8	15	39.5	5	22.7
5.3	B40	World	104	32.8	26	33.8	19	37.3	4	50.0	40	33.1	11	28.9	4	18.2
5.4	B41	Other	16	5.0	6	7.8	2	3.9	1	12.5	3	2.5	2	5.3	2	9.1
6.1	B42	P.D.	130	41.0	30	39.0	22	43.1	2	25.0	49	40.5	19	50.0	8	36.4

B TOPICS WITHIN COURSES

No	Area	Name	All		Stratum: Blue Students		Gold Graduates		Pink Withdrawn		Green Future Students		Yellow Employers		White Faculty	
			Yes	%	Yes	%	Yes	%	Yes	%	Yes	%	Yes	%	Yes	%
6.2	B43	Community Schools	86	27.1	22	28.6	12	23.5	2	25.0	30	24.8	17	44.7	3	13.6
6.3	B44	Related to...	108	34.1	18	23.4	19	37.3	3	37.5	40	33.1	23	60.5	5	22.7
6.4	B45	For CAAT	60	18.9	10	13.0	9	17.6	0	0.0	23	19.0	13	34.2	5	22.7
6.5	B46	Goal Assessment	117	36.9	31	40.3	20	39.2	2	25.0	41	33.9	19	50.0	4	18.2
6.6	B47	Elderly	84	26.5	22	28.6	14	27.5	2	25.0	30	24.8	12	31.6	4	18.2
6.7	B48	Correctional Education	75	23.7	18	23.4	11	21.6	4	50.0	25	20.7	12	31.6	5	22.7
6.8	B49	Other	9	2.8	1	1.3	3	5.9	1	12.5	2	1.7	1	2.6	1	4.5
7.1	B50	Resources	121	38.2	28	36.4	19	37.3	1	12.5	51	42.1	17	44.7	5	22.7
7.2	B51	Techniques	158	49.8	35	45.5	29	56.9	2	25.0	63	52.1	23	60.5	6	27.3
7.3	B52	Other	9	2.8	2	2.6	2	3.9	1	12.5	1	0.8	3	7.9	0	0.0
7.4	B53	Human Relationship	140	44.2	32	41.6	26	51.0	3	37.5	55	45.5	19	50.0	5	22.7
7.5	B54	Experience	70	22.1	18	23.4	11	21.6	0	0.0	27	22.3	9	23.7	5	22.7
8.1	B55	Class Management	191	60.3	38	49.4	35	68.6	6	75.0	77	63.6	24	63.2	11	50.0
8.2	B56	Teaching Styles	188	59.3	37	48.1	31	60.8	6	75.0	79	65.3	26	68.4	9	40.9
8.3	B57	Discipline	175	55.2	38	49.4	26	51.0	6	75.0	74	61.2	22	57.9	9	40.9
8.4	B58	Instructional Strategy	211	66.6	50	64.9	37	72.5	6	75.0	79	65.3	26	68.4	13	59.1
8.5	B59	Motivating Students	218	68.8	47	61.0	34	66.7	6	75.0	94	77.7	26	68.4	11	50.0

B TOPICS WITHIN COURSES

No	Area	Name	Stratum											
			All		Blue Students		Gold Graduates		Pink Withdrawn		Green Future Students		Yellow Employers		White Faculty	
			Yes	%	Yes	%	Yes	%	Yes	%	Yes	%	Yes	%	Yes	%
8.6	B60	Team Teaching	109	34.4	22	28.6	18	35.3	2	25.0	51	42	12	31.6	4	18.2
8.7	B61	Developing Instructional Material	163	51.4	32	41.6	24	47.1	2	25.0	72	59.5	21	55.3	12	54.5
8.8	B62	Other	11	3.5	0	0.0	5	9.8	0	0.0	2	1.7	0	0.0	4	18.2
9.1	B63	Teacher and Drugs	66	20.8	10	13.0	10	19.6	1	12.5	32	26.4	12	31.6	1	4.5
9.2	B64	Continuing Education	69	21.8	9	11.7	11	21.6	1	12.5	36	29.8	10	26.3	2	9.1
9.3	B65	Decision Making	113	35.6	26	33.8	26	51.0	1	12.5	41	33.9	17	44.7	2	9.1
9.4	B66	Contemporary Issues	77	24.3	17	22.1	11	21.6	1	12.5	36	29.8	8	21.1	4	18.2
9.5	B67	Public Speaking	55	17.4	9	11.7	11	21.6	0	0.0	27	22.3	8	21.1	0	0.0
9.6	B68	Education and World	44	13.9	9	11.7	6	11.8	2	25.0	22	18.2	3	7.9	2	9.1
9.7	B69	Credit Workshops	25	7.9	2	2.6	4	7.8	1	12.5	13	10.7	4	10.5	1	4.5
9.8	B70	Report Writing	77	24.3	14	18.2	11	21.6	1	12.5	36	29.8	11	28.9	4	18.2
9.9	B71	Courses for Department Heads	75	23.7	14	18.2	10	19.6	2	25.0	32	26.4	15	39.5	2	9.1
9.10	B72	Problem Solving Skills	128	40.4	29	37.7	21	41.2	3	37.5	54	44.6	14	36.8	7	31.8
9.11	B73	Life Skills	97	30.6	22	28.6	18	35.3	0	0.0	45	37.2	6	15.8	6	27.3
9.12	B74	Ed. Literature	40	12.6	9	11.7	5	9.8	0	0.0	18	14.9	6	15.8	2	9.1
9.13	B75	Inter Ministry Guide	77	24.3	13	16.9	16	31.4	2	25.0	29	24.0	11	28.9	6	27.3
9.14	B76	Designing Learning En.	111	35.0	28	36.4	17	33.3	1	12.5	48	39.7	11	28.9	6	27.3
9.15	B77	Holistic Ed.	51	16.1	16	20.8	10	19.6	2	25.0	17	14.0	5	13.2	1	4.5

No.	Area	Name	Stratum																		
			All			Blue Students			Gold Graduates			Pink Withdrawn			Green Future Students			Yellow Employers			White Faculty		
			Mean	S.D.	%1+2	Mean	S.D.	%1+2	Mean	S.D.	%1+2	Mean	S.D.	%1+2	Mean	S.D.	%1+2	Mean	S.D.	%1+2	Mean	S.D.	%1+2
1.1	C5	Time of Offering Weekends	2.4	1.19	47.8	2.2	1.19	57.1	2.2	1.23	51.1	2.857	1.35	28.6	2.472	1.15	40.4	2.750	1.22	37.5	2.059	1.03	70.6
1.2	C6	Fall/Winter Evenings	3.3	0.86	15.7	3.4	0.85	17.9	3.4	0.79	9.1	2.800	1.30	40.0	3.222	0.87	17.8	3.212	0.78	9.1	3.125	1.03	18.8
1.3	C7	May/June	2.7	1.18	39.3	2.9	1.14	36.7	2.4	1.14	51.2	1.000	0.000	100.0	2.894	1.17	30.6	2.382	1.21	50.0	3.133	0.92	20.0
1.4	C8	Summer School	3.1	1.03	26.0	2.9	1.10	33.3	3.333	0.98	17.8	3.500	0.55	0.0	2.969	1.07	29.2	3.152	0.91	24.2	3.188	0.83	12.5
1.5	C9	5 p.m.	2.3	1.18	53.6	2.2	1.22	60.3	2.237	1.15	60.0	2.250	1.50	50.0	2.387	1.22	50.7	2.379	1.18	48.3	2.625	0.89	37.5
1.6	C10	Same Time Every Day	3.2	0.92	16.8	3.1	1.02	22.0	3.265	0.86	14.7	3.200	0.84	20.0	3.348	0.81	12.4	3.172	1.07	20.7	3.077	1.12	23.1
1.7	C11	P.D Days	2.2	1.26	55.9	1.9	1.15	67.3	1.778	1.07	69.4	2.833	1.47	33.3	2.816	1.22	34.2	1.667	1.09	79.2	2.100	1.370	70.0
1.8	C12	No Fall/Winter Evenings	1.4	0.82	89.9	1.2	0.66	93.4	1.306	0.82	88.9	1.500	0.84	83.3	1.516	0.91	87.5	1.500	1.00	85.7	1.083	0.29	100.0
1.9	C13	No Residence Requirement	2.9	1.19	32.1	2.9	1.14	31.0	2.355	1.330	54.8	3.333	1.21	16.7	3.239	1.10	22.5	2.806	1.17	32.3	2.500	1.09	41.7
1.10	C14	More Flexibility in Scheduling	3.1	0.82	20.3	3.2	0.76	59.2	2.600	0.93	43.3	4.000	0.00	0.0	3.270	0.72	12.7	3.200	0.87	12.0	2.800	0.63	30.0
1.11	C15	Only Full-Time	1.3	0.72	91.9	1.1	0.42	96.8	1.486	0.92	88.6	1.500	0.84	83.3	1.318	0.77	90.9	1.345	0.86	89.7	1.231	0.59	92.3
1.12	C16	Assigned Reading Intensive Week	2.9	0.93	28.4	2.8	0.93	31.7	2.583	1.05	38.9	2.667	1.37	33.3	3.119	0.79	16.7	2.724	0.99	37.9	2.714	0.83	35.7
2.1	C17	Admission Stringent	2.9	1.07	28.8	3.2	0.93	17.1	3.159	0.99	18.2	3.143	1.22	28.6	2.775	1.15	38.8	2.741	1.13	40.7	2.667	1.11	40.0
2.2	C18	Lower Admission	1.7	0.96	80.8	1.6	0.95	86.2	1.436	0.75	89.7	1.200	0.45	100.0	1.905	0.99	68.3	1.962	1.08	76.9	1.800	1.01	86.7
2.3	C19	More Latitude - Admissions	2.7	1.16	41.3	2.3	1.1	61.2	2.289	1.22	53.3	3.400	1.34	20.0	2.959	1.09	31.5	3.167	0.91	20.0	3.533	0.74	13.3
2.4	C20	Reduce Bureaucracy	3.1	1.01	24.8	2.9	1.10	35.0	3.029	1.00	29.4	3.600	0.55	0.0	3.099	1.02	23.9	3.370	0.84	14.8	3.692	0.48	0.0
2.5	C21	More Emphasis Work Experience	2.9	0.98	25.4	2.6	1.03	43.8	2.822	1.03	31.1	2.500	1.05	50.0	3.239	0.86	13.6	3.364	0.93	12.1	3.063	0.85	18.8

No	Area	Name	Stratum																			
			All			Blue Students			Gold Graduates			Pink Withdrawn			Green Future Students			Yellow Employers			White Faculty		
			Mean	S.D.	%1+2	Mean	S.D.	%1+2	Mean	S.D.	%1+2	Mean	S.D.	%1+2	Mean	S.D.	%1+2	Mean	S.D.	%1+2	Mean	S.D.	%1+2
2.6	C22	MAT	2.2	1.13	60.9	2.6	0.96	42.4	2.318	1.22	56.8	2.143	1.46	57.1	1.756	1.13	82.2	1.783	0.99	69.6	1.833	0.94	83.
2.7	C23	No References/ Professors	2.9	1.11	36.4	2.6	1.1	43.7	3.089	1.06	28.9	2.833	1.17	33.3	3.000	1.11	35.1	2.852	1.06	33.3	2.625	1.26	37.5
2.8	C24	5 Years Teaching Experience	2.8	1.11	38.2	2.7	1.13	42.0	3.178	0.89	17.8	3.286	0.95	28.6	2.747	1.13	41.8	2.970	1.16	30.3	2.059	0.97	76.5
2.9	C25	2 Years Teaching Experience	2.7	1.15	41.9	2.8	1.23	39.1	2.278	1.16	61.1	2.286	1.38	57.1	2.855	1.07	30.3	2.276	1.09	58.6	2.941	0.89	29.4
3.1	C26	Oshawa	3.5	0.81	11.7	3.2	0.83	20.9	3.424	0.75	9.1	3.714	0.49	0.0	3.674	0.77	7.6	3.609	0.78	8.7	2.875	0.81	25.0
3.2	C27	Peterborough	3.3	0.79	14.2	2.9	0.89	26.9	3.286	0.64	61.9	2.600	0.89	20.0	3.483	0.73	10.0	3.333	0.91	16.7	3.182	0.60	9.1
3.3	C28	Belleville	2.9	0.96	24.1	3.2	0.95	21.4	3.391	0.58	56.5	2.600	0.89	20.0	2.600	1.06	37.1	3.071	1.072	35.7	2.909	0.83	18.2
3.4	C29	Brockville	2.9	0.93	28.2	3.0	0.87	26.9	3.000	0.67	78.9	2.500	1.000	25.0	2.732	1.07	34.1	3.125	1.03	31.3	2.818	0.75	18.2
3.5	C30	CAAT/Toronto	2.3	1.19	57.5	2.3	1.14	60.0	1.773	1.11	77.3	3.000	1.23	20.0	2.574	1.29	44.7	2.091	1.04	63.6	2.100	0.88	80.0
3.6	C31	Sudbury	2.5	1.11	46.6	2.4	1.12	52.2	2.200	1.11	60.0	2.667	1.53	33.3	2.618	1.13	41.2	3.182	0.87	9.1	2.250	1.06	66.7
3.7	C32	Correspondence	2.9	1.13	29.0	2.6	1.23	41.5	2.375	1.16	46.9	2.667	1.37	33.3	3.370	0.91	12.3	3.083	1.02	20.8	2.357	0.93	50.0
3.8	C33	Exchange Programs	2.9	0.93	21.3	3.1	0.85	14.6	3.133	0.78	16.7	2.500	1.73	50.0	2.791	0.99	27.9	2.882	0.93	23.5	3.067	1.03	20.0
3.9	C34	If Resources Available	3.2	0.88	17.9	3.2	0.79	17.8	3.172	0.93	13.8	2.500	1.00	75.0	3.086	0.99	20.7	3.000	0.83	18.5	3.563	0.51	0.0
3.10	C35	15 is Enough	3.3	0.90	15.5	3.2	0.96	21.2	3.179	1.06	17.9	3.400	0.89	20.0	3.377	0.86	11.7	3.321	0.95	17.9	3.313	0.60	6.3
4.1	C36	Flexibility in Cores	3.1	0.83	18.7	3.1	0.84	23.5	3.000	0.85	24.3	3.571	0.54	0.0	3.246	0.79	13.0	3.043	0.93	21.7	3.067	0.79	13.3
4.2	C37	More Variety in Electives	3.2	0.80	17.0	3.3	0.75	13.6	3.051	0.86	23.1	3.500	0.84	16.7	3.270	0.79	13.5	3.185	0.62	70.4	2.647	0.93	41.2
4.3	C38	Individualized	3.2	0.82	18.1	3.2	0.88	24.6	2.949	0.86	23.1	3.500	0.84	16.7	3.409	0.77	12.5	3.226	0.85	19.4	3.350	0.67	10.0

No	Area	Name	Stratum																			
			All			Blue Students			Gold Graduates			Pink Withdrawn			Green Future Students			Yellow Employers			White Faculty		
			Mean	S.D.	%1+2	Mean	S.D.	%1+2	Mean	S.D.	%1+2	Mean	S.D.	%1+2	Mean	S.D.	%1+2	Mean	S.D.	%1+2	Mean	S.D.	%1+2
4.4	C39	Credit for Ministry	2.6	1.21	44.7	2.0	1.16	69.1	1.829	0.96	71.4	3.000	1.23	20.0	3.333	0.92	18.8	2.808	1.13	34.6	2.444	1.15	38.9
4.5	C40	Rigorous Pre-Requisites	2.2	0.99	66.5	2.4	1.11	55.9	2.297	1.10	59.5	2.333	0.82	50.0	1.970	0.89	74.6	2.080	0.95	76.0	2.056	0.64	77.8
4.6	C41	More Courses in Administration	2.9	0.84	22.5	2.9	0.90	20.0	2.963	0.71	18.5	3.000	1.000	14.3	2.943	0.86	28.3	3.185	0.68	7.4	2.300	0.95	60.0
4.7	C42	Thesis Should be Required	1.9	0.97	70.8	1.7	0.93	77.8	1.889	0.95	72.2	1.571	0.98	71.4	2.014	1.01	65.3	2.148	0.95	63.0	1.857	0.95	78.6
4.8	C43	50% Core - 50% Electives	2.9	0.87	29.2	2.7	0.98	37.9	2.788	0.86	36.4	2.600	1.14	40.0	3.065	0.82	19.5	3.036	0.74	25.0	2.727	0.65	36.4
4.9	C44	Tailored for CAAT Personnel	3.1	0.82	15.8	2.9	0.76	17.4	2.897	0.90	24.1	2.800	1.30	40.0	3.277	0.74	10.8	3.154	0.97	15.4	3.154	0.56	7.7
4.10	C45	Diplomas for Those Without a B.A.	2.1	1.17	57.5	1.8	1.05	67.4	1.414	0.87	82.8	1.600	1.34	80.0	2.550	1.17	43.3	2.304	1.19	56.6	2.688	1.01	31.3
4.11	C46	Full Courses Taken in Parts	2.8	1.03	29.8	2.5	0.94	36.7	2.129	0.96	48.4	3.000	1.73	33.3	3.183	0.95	16.9	2.963	0.94	29.6	2.700	1.06	30.0
5.1	C47	High Quality	3.7	0.55	2.6	3.8	0.47	2.9	3.755	0.56	20.4	3.857	0.38	0.0	3.556	0.60	3.3	3.800	0.41	0.0	3.650	0.75	5.0
5.2	C48	Professors Show More Enthusiasm	3.2	0.78	15.7	3.1	0.84	25.5	3.111	0.92	25.0	3.000	0.82	25.0	3.375	0.65	3.1	3.348	0.65	8.7	3.063	0.85	18.8
5.3	C49	Consistency in Work Loads	3.3	0.69	9.5	3.3	0.72	12.5	3.150	0.83	22.5	3.667	0.52	0.0	3.479	0.63	4.1	3.273	0.55	4.5	3.333	0.49	0.0
5.4	C50	Comprehensive Exam	1.9	1.01	72.0	1.6	0.86	85.1	1.905	0.98	71.4	1.800	1.30	80.0	1.974	0.97	72.7	2.621	1.015	48.3	2.316	1.16	57.9
5.5	C51	More Contact With Faculty Advisors	3.2	0.75	14.8	3.1	0.86	19.6	2.900	0.67	22.5	3.000	0.89	33.3	3.359	0.65	6.3	3.280	0.61	8.0	3.100	0.99	20.0
5.6	C52	Prof. Expectations More Reasonable	2.6	0.88	49.4	2.3	0.82	65.9	2.219	0.79	68.8	3.667	0.58	0.0	3.054	0.84	21.4	2.389	0.61	55.6	2.286	0.76	85.7
5.7	C53	Experience as Practicing Ed. or Admin.	3.5	0.68	7.7	3.4	0.74	11.9	3.432	0.66	9.1	3.800	0.45	0.0	3.725	0.47	1.1	3.676	0.64	2.9	2.889	1.023	33.3
6.1	C54	More Guest Lecturers	2.9	0.80	20.8	2.9	0.86	26.7	2.971	0.72	20.6	3.200	0.45	0.0	3.106	0.68	12.1	2.957	0.88	21.7	2.333	1.23	55.6
6.2	C55	Lecture/Group Strategies	3.3	0.66	8.0	3.3	0.78	13.6	3.383	0.63	2.8	3.200	0.84	20.0	3.356	0.59	5.5	3.300	0.54	3.3	3.250	0.68	12.5

C PROGRAM PRESENTATION

No	Area	Name	Stratum																			
			All			Blue Students			Gold Graduates			Pink Withdrawn			Green Future Students			Yellow Employers			White Faculty		
			Mean	S.D.	%1+2	Mean	S.D.	%1+2	Mean	S.D.	%1+2	Mean	S.D.	%1+2	Mean	S.D.	%1+1	Mean	S.D.	%1+2	Mean	S.D.	%1+2
6.3	C56	No Lecture Format	1.9	0.83	77.7	1.8	0.79	83.6	2.030	0.88	72.7	2.250	0.96	50.0	2.048	0.82	74.2	1.893	0.88	75.0	1.643	0.63	92.9
6.4	C57	Reading Lists in Advance	3.7	0.52	1.9	3.7	0.57	2.8	3.591	0.54	2.3	3.800	0.45	0.0	3.785	0.41	0.0	3.588	0.56	2.9	3.278	0.58	5.6
6.5	C58	More Student-Teacher Interaction	3.2	0.74	16.8	3.0	0.86	28.3	2.974	0.67	23.1	3.000	1.00	40.0	3.391	0.67	7.2	3.208	0.66	4.2	3.000	0.60	16.7
6.6	C59	Individualized Study Allowed	3.4	0.71	9.7	3.4	0.75	12.7	3.366	0.79	14.6	3.600	0.89	20.0	3.392	0.65	6.3	3.161	0.69	9.7	3.500	0.52	0.0
6.7	C60	Group Presentation over Essays	2.5	0.95	53.7	2.4	0.92	62.1	2.125	0.79	67.5	2.800	1.09	20.0	2.703	0.96	40.5	2.370	0.97	51.9	2.357	1.08	64.3
6.8	C61	On-the-job Learning Exper.	3.0	0.89	21.4	2.8	0.87	27.5	2.889	0.92	30.6	2.800	1.30	40.0	3.279	0.79	11.8	3.034	0.95	20.7	3.083	0.900	16.7
7.1	C62	Library Courier System	3.4	0.77	9.4	3.2	0.79	10.0	3.222	0.75	11.1	4.000	0.000	0.0	3.521	0.69	8.5	3.231	0.86	11.5	3.286	0.83	7.1
7.2	C63	Longer Lending Period	3.2	0.88	17.9	3.5	0.70	8.5	2.730	1.02	40.5	3.333	0.58	0.0	3.413	0.82	11.1	2.783	0.90	26.1	3.100	0.74	20.0
8.1	C64	Time Off Work	2.5	1.14	44.8	2.4	1.08	52.3	1.973	1.07	67.6	2.600	1.52	40.0	3.037	1.05	25.9	2.000	1.06	62.5	2.500	0.91	41.7
8.2	C65	Improve Communications	3.2	0.82	17.3	3.2	0.87	16.1	3.111	0.76	22.2	2.750	1.50	50.0	3.333	0.69	6.1	2.846	0.89	30.8	3.091	0.70	18.2
8.3	C66	Omit 5 Year Time Limit	2.6	1.12	45.8	2.5	1.08	50.0	2.125	1.04	70.0	3.286	1.11	25.0	2.882	1.09	32.9	2.750	1.18	39.3	2.375	1.03	62.5
8.4	C67	More Administrative Support	3.0	0.80	22.7	2.9	0.69	31.0	2.684	0.67	42.1	3.250	0.96	25.0	3.220	0.71	8.0	3.222	0.88	16.7	2.250	1.16	50.0
8.5	C68	0-21, 21-50, 51-75, Over 75	2.4	1.11	55.5	2.5	1.11	46.9	2.700	1.27	42.5	2.333	1.37	33.3	2.049	0.96	72.0	2.462	1.10	46.2	2.667	1.000	44.4
8.6	C69	Improve Advertising of M.Ed.	3.2	0.83	18.9	3.3	0.91	17.4	2.933	0.83	30.0	3.400	0.89	20.0	3.333	0.73	12.5	2.938	0.93	31.3	3.273	0.79	18.2
8.7	C70	Ph.D. Program	3.3	0.82	13.3	3.5	0.65	4.0	3.545	0.63	2.3	3.250	1.50	25.0	3.246	0.69	14.8	2.850	1.18	35.0	2.750	1.000	37.5
8.8	C71	Newsletter	2.9	0.84	25.4	2.8	0.79	31.8	3.063	0.76	18.8	3.000	0.82	25.0	3.066	0.87	21.3	2.824	0.95	29.4	2.909	1.04	36.4
8.9	C72	1-5, 6-10, 11-15, over 15	2.5	0.88	46.0	2.1	0.73	68.5	2.587	0.86	34.8	2.571	0.98	42.9	2.559	0.89	40.2	2.828	1.00	24.1	2.412	0.79	52.9